Public Instruction
in Burma, report,
1910-11, 1912-13, 1913-14 & 1914-15
and Quinquennial report
for 1907-08 to 1911-12

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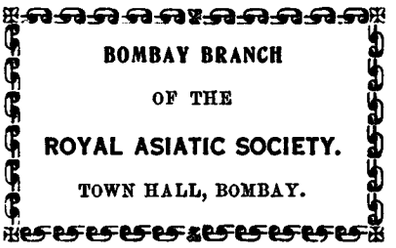

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REPORT

ON

PUBLIC INSTRUCTION IN BURMA

FOR THE YEAR 1910-11, 1912-13, 1913-1914-15. & Supplement for 1907-08

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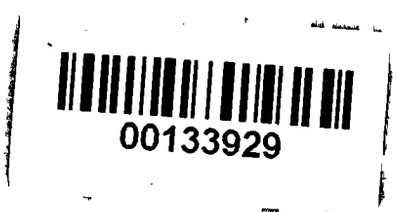

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RANGOON
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1911

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REPORT

ON

PUBLIC INSTRUCTION IN BURMA

FOR THE YEAR 1910-11

1. The Annual Report for 1910-11 is presented in a new and summarized form in accordance with the recent orders of the Government of India. The main features of the year's work have been the continued advance of general education above the Primary stage and the continued decline of the numbers in the Lower Primary or Elementary stage. In certain departments of special education also the results have been disappointing, *viz.*, in the training of teachers and technical instruction. The falling off in the attendance in the Elementary Vernacular Standards is undoubtedly a product of 'financial stringency': a reduction of grants must always hit the weakest most cruelly. The decreases under the training of teachers and technical instruction are due rather to special causes than to lack of funds. It is hoped to remedy the defects under the first of these two heads; the prejudice on the part of Burmans against technical work must be left to time and the spread of gradual enlightenment. To turn to the brighter side of the picture, female education has advanced, the figures for the number of pupils (male and female) attending the High and Middle stages of public schools show marked increases, and the numbers proceeding to College have also risen. Hence although this, the second of the prophesied cycle of lean years, closes with a loss of 3,981 pupils (due to the decline in the numbers of the elementary vernacular stage) it also closes with distinct encouragement in the higher phases of education.

2. Among the special measures which have distinguished the year have been the revision of the Draft Bill for the Burma University, the suspension of the new form of grant for Vernacular schools (the actual introduction of which has been deferred pending its reconsideration in the light of recent proposals from the Government of India), the sanction of a limited number of permanent salary grants for vernacular teacher-managers, an investigation into the system of grants applicable to European and Anglo-Vernacular Schools, a comprehensive survey of which with certain suggestions for an improved system was laid before the Educational Syndicate, the framing of regulations rendering drill and calisthenics compulsory in certain standards of Anglo-Vernacular and European schools without extra grants, the preparation and general approval of a scheme for the re-building of the Government College, the transfer of the two Municipal Schools at Ma-ubin and Myanaung to Government, the completion of the revision of the Code for European Schools, and the appointment of a Committee for the revision of the vernacular readers.

3. Efforts have been made in all circles to give effect to the recent instructions regarding religious instruction. Definite figures regarding the number of pupils who have taken advantage of the privilege accorded are not forthcoming. Roughly, however, religious instruction, mainly Buddhist in character, is now provided for in some 70 schools under public management. Christians, Hindus and Mahomedans as a rule have preferred to make their own arrangements apart from the school. One Municipality (Thayetmyo) has declined to countenance any scheme. In the Southern Shan States the Superintendent is consulting Chiefs in the matter: in the Chin Hills the pupils in the Government Schools are Nat-worshippers and no instruction is given. Inspectors agree that it is too early

to assess the moral or spiritual value of the instruction. Where it is imparted by a genuine priest or *pôngyi* the Inspector of Schools, Northern Circle, finds that an improvement in the tone of the school has followed; lectures by respected elders of the town or village also appear to exercise a good influence.

Educational Services.

4. During 1910-11 the number of posts held by Indian Educational Service Officers in Burma rose from 13 to 15. The service in Burma by the end of the year consisted of one Director, one Assistant Director of Public Instruction, five Inspectors, one Principal of a College, five Professors and two Principals of Government High Schools. The question of appointing an Inspector of Schools in the Indian Educational Service for Arakan was reconsidered by the Local Government which has now made definite proposals on the subject to the Government of India. The desirability of adding yet another Indian Educational Service Professor in English to the College staff has been emphasized by the Governing Body of the College. It has not been found possible for want of funds to fill the vacant post of Inspectress of Girls' Schools. During the year two members of the Indian Educational Service have resigned, *viz.*, Mr. Marshall, Principal of the Government College and Mr. Davis, Inspector of Schools, Eastern Circle. The Provincial Educational Service lost the Professorship of English transferred to the Indian Educational Service: otherwise its composition remains unaltered. The Subordinate Educational Service now consists of 555 officers, the increase being due to the taking over of certain Municipal Schools and the creation of 6 more Deputy Inspectorships of Schools. The last of the Itinerant Teachers were got rid of on the 30th September 1910. The void thus created has not yet been filled either by the appointment of a sufficient number of inspecting officers or by the adequate extension of salary grants to teacher-managers. The appointment, however, of six new Deputy Inspectors enabled the Department to split up some of the heaviest charges.

Collegiate Education.

5. Collegiate Education continues to expand. At the Government College the average monthly number on rolls rose from 220 to 268; at the Baptist College it was 44 with a total enrolment of 55. The large majority of these students are Burmans. They take chiefly English, Mathematics, Pâli and Chemistry and a beginning has been made with Logic and Philosophy. A certain number are teachers or would-be teachers who take their normal courses at the Normal school in addition to their Arts work in the College. In the Law classes attached to the Government College three students succeeded in passing the Preliminary or Final B. L. examination: these were natives of India and the Professor considers the Calcutta University law courses ill-adapted to the needs of Burman students. In other University examinations Burman students did creditably, especially in Pâli. At the Medical College, Calcutta, a Burmese lady student qualified by the L. M. & S. test. The extension and rebuilding of the Government College has been carefully considered and a general scheme has been approved, the total cost of which will be about ten lakhs. The scheme for a University in Burma has been revised by a special committee and proposals have been submitted to Government.

Secondary Education (for Boys).

6. Secondary institutions fall into three classes, European, Anglo-Vernacular and Vernacular. The figures for Europeans are dealt with under 'European Education.' Those for girls are given under 'Female Education.' Anglo-Vernacular institutions for boys contain nearly 21,000 pupils. The number of schools has risen from 97 to 100 with an increase of 229 pupils. These figures include Secondary Anglo-Vernacular schools with primary departments. The increases have taken place in the High and Middle stages, a slight decrease having occurred in the primary stage: the bulk of this decrease fell on the Lower Primary standards. In Anglo-Vernacular Secondary boys' schools 40 per cent. of pupils are now in the Upper Primary stage, 34·2 in the Middle, 22·2 in the Lower Primary and 3·6 only in the High. In Vernacular Secondary schools for boys there is a total increase of 34 schools and 2,427 pupils. This increase is contributed to by all districts except Magwe, Meiktila and Mandalay where the returns show losses of both schools and pupils. Among these vernacular secondary institutions are 11 "High Schools" *i.e.*, schools possessing Standards VIII and IX or at least Standard VIII: these standards however contain 41 pupils only,

66 per cent. of the pupils in Vernacular Secondary Schools being in the Lower Primary, 22·7 per cent. in the Upper Primary and 11·2 in the Middle stages. The total number of pupils in these schools approaches nearly to half a lakh.

Primary Education.

7. Under public primary institutions for boys there has been a marked decrease of 268 schools and 6,030 pupils. This decline is not shared by European Schools: in Anglo-Vernacular Primary schools 182 pupils only have been lost, of whom 59 however have merely passed over to the Secondary list with the rise of their schools to middle grade. Hence almost the entire decrease falls upon Vernacular schools. The Pegu, Magwe, Meiktila and Irrawaddy Divisions and the Southern Shan States all show losses of both schools and pupils, the first two having suffered the most severely. In the Eastern Circle on the other hand there has been a slight gain of pupils, so too in the Northern Circle. The Chin Hills and Mandalay show increases of both scholars and schools, the Northern Shan States a small gain of scholars, Arakan and Tenasserim losses of schools but gains in respect of pupils, Sagaing a gain of schools but decrease of scholars. The falling off moreover is not general, being confined to Primary Schools proper: in Secondary Vernacular schools both the Upper Primary and Lower Primary standards show increases and even in Primary schools the loss in the Upper Primary standards is slight. It is *elementary* vernacular education therefore that has been affected. The brunt has been borne by aided schools, Government Primary schools having suffered very slightly, if at all, while District Cess Schools have actually risen in number and improved in attendance. Of the aided primary vernacular schools for boys 2,653 are 'lay' schools with 102,171 pupils; 2,208 are monastic with 55,689 pupils. Secondary Vernacular lay schools include 26,218 primary scholars and Secondary Monastic schools 13,760. The present total of all pupils in all public primary schools and in primary departments of all secondary schools is 215,634 as against a rough estimate of 169,661 in unregistered schools (*i.e.*, private institutions) of all kinds.

The decline was not unexpected and is due to causes discussed in paragraphs 31 and 32 of the Annual Report for 1909-10. The chief efficient cause is the reduction of grants due to 'financial stringency.' The application of the full vernacular curriculum may have been a contributory factor in 'A' schools but if it had not coincided with a reduction of financial aid relatively little difficulty would have arisen on this account. *Per contra* certain Inspectors point to better work and teaching in the registered schools. The Primary Anglo-Vernacular curriculum was discussed in paragraphs 23 and 34 of last year's report. Inspectors state that the teaching of English conversation is improving.

Training Schools.

8. The Province possesses 12 Normal Schools in all. Five Normal Schools for men are under Government: of these two comprise both Anglo-Vernacular and Vernacular departments, one is Anglo-Vernacular and two are Vernacular only. Three similar schools are under Mission control. All Normal Schools for women (*i.e.*, four) belong to Missions; of these two are Anglo-Vernacular, one Vernacular and one both Anglo-Vernacular and Vernacular. Some female students attend Normal Schools for males. At Normal Schools for men the number in attendance has retrograded—an unexpected and unfortunate result inadequately accounted for by the Inspector of Normal Schools. The attendance at schools for women has risen but not enough to compensate for the decline in male students. The total of male and female students is 375 as against 404 in 1909-10; they are distributed among the various courses as follows:—

	High School Certificate.		Middle School Certificate.		Primary Certificate.		Total.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
Anglo-Vernacular ...	8	12	66	68	...	...	74	80
Vernacular	9	...	120	31	29	28	158	59
(Teachers sent up from schools for training at a Normal School.)							4	...

These figures show a regrettable decline in almost all classes. They also indicate the ineffectiveness of the present machinery for turning out trained teachers. It is possible that the conditions of the curriculum and the requirements of the inspecting staff have been too exacting: at my instance a sub-committee of the Educational Syndicate has been appointed to enquire into the former matter, while the latter is under Departmental investigation. Apart from students under training the following private candidates passed the Educational Syndicate's Annual Examinations in the theory of teaching:—

	Males.	Females.	Total.
Anglo-Vernacular	24	1	25
Vernacular	249	33	282

At present the total of trained or certificated teachers in the Province is—

Vernacular.	Anglo-Vernacular.	European.
1,473	866	101

i.e., 2,440 in all. In addition there are 224 pupil teachers working under sections 216-225, Burma Education Code, in Vernacular Schools.

At Mandalay and Toungoo the Government Normal Schools are well housed: elsewhere the accommodation is poor in Government schools, which are distinctly inferior in this respect to aided institutions. Apparatus for simple science work is much needed in all Normal Schools.

Technical Education.

9. The numbers at the Government Engineering School have again fallen: it is evident that the school is by no means popular among Burmans who are little attracted by the conditions of service and emoluments offered by the Public Works Department. When, however, the effects of the reorganization are fully felt and the three classes of the three years of the Technical High School are fully constituted it is hoped that the numbers will rise. Steps have been taken to reduce the number of Indian students: out of the 45 in attendance 33 were Indians.

The numbers in the apprentice classes, the reformatory and other industrial schools have risen slightly. The technical subjects taken at various institutions are the same as those noted in previous Reports. Very marked improvement is shown in the figures for pupils taking drawing: these have risen in all classes of Schools, European, Anglo-Vernacular and Vernacular, thanks no doubt to an improved system of grant and to the introduction of more attractive courses. The numbers taking Needle-work also show a gratifying increase. Of the schemes discussed at the Conference on Technical Education held in November 1909 only that relating to the introduction of manual training in selected Vernacular Schools has been definitely approved. The practice of including in the returns for technical education figures for Kindergarten classes or departments has been discontinued. These figures are now merged in the tables for Primary Education to which they more properly belong.

The number of Survey Schools remains unaltered (19) but there are 56 pupils fewer than in 1909-10.

Female Education.

10. The number of girls attending public institutions has risen by nearly 1,000 and is now over 71,000. The main increase occurs in Secondary Schools, Primary Schools as such and special schools both showing decreases. In addition to the above, 3,738 girls are returned as attending private institutions. Out of the 71,032 girls attending public institutions 53,535 or over 75 per cent. are in *boys'* schools: it is curious moreover that in 1910-11 the number attending girls' public institutions sank while the number of girls in the boys' school rose. The increase of nearly 1,000 noted above though occurring in Secondary Schools belongs mainly to the Lower Primary Departments. Under collegiate education we have 17 girls only and 99 in High Departments. Out of the total of girls attending public institutions over 75 per cent. are in the primary stage. In

1909-10 the percentage of Buddhists on the total of girls attending Secondary and Primary schools for girls was 82·7. Owing to the general causes which have produced a decline in the numbers under primary instruction this percentage has now fallen to 79·6. The corresponding figures for Europeans, Native Christians, Hindus and Mahomedans however have risen perceptibly.

It must be remembered that girls do not attend monastic schools, that the attendance of girls is often even less regular than that of boys and that a good many girls registered as attending school do not appear for examination.

European-Education.

11. The total of Europeans under instruction has risen to 3,885 of whom 417 attend schools for non-Europeans. The figures of attendance for Arts Colleges, Secondary Schools and Training Schools show increases: under primary schools there is a small decrease. The vast majority of pupils are centred in Rangoon, Moulmein, Mandalay and Maymyo. The Upper Primary and Middle standards are fairly well filled but the Lower Primary contain nearly as many pupils as all the other stages taken together. At Arts Colleges there are now 47 and in training schools 28 students, a distinct improvement on the figures of 1909-10. The Inspector of European Schools represents that in regard to College education the operation of the age limit for High School scholarships (17 years) in combination with the regulations of the Calcutta University regarding Matriculation bore hardly upon European boys, the result being that this year one only obtained a scholarship to an Arts College. In the revised Code the limit is raised to 19 years of age for the High School and 16 for the Middle School Scholarships. The new curriculum sanctioned in 1909 is being gradually introduced: the High School examination was held under the old course, the Middle and Primary Departments however and Standard VIII taking the revised one. The Inspector considers that optional subjects do not receive enough attention from Managers. 'Science' is not yet attempted and schools are not equipped with the necessary apparatus. Drawing is now generally taught. Drill is compulsory. The staffs are fairly good, some 184 teachers being 'certificated' out of 232. There is no Normal School for Europeans who attend the ordinary Normal Schools for training. It is proposed to hold a Departmental Examination for certificates in the theory and practice of education under Rule 61 of the Code for uncertificated teachers. Buildings are fair only: new ones will be erected for certain schools with the help of the special allotment from the Government of India. School furniture is in the main poor and of obsolete pattern.

Mahomedan Education.

12. The total of Mahomedans under instruction has increased by 1,748. About two-thirds of these attend public institutions and nearly one-half are in primary stage. At College there are 13 only and 289 in Anglo-Vernacular Secondary Schools a falling off from last year's figures. There are two fair Anglo-Vernacular Schools in Rangoon and one in Akyab town. The bulk of the Mahomedan population lies in Arakan and the appointment of a separate Mahomedan Deputy Inspector of Schools for that division deserves favourable consideration. Next to Akyab town Rangoon is most prolific in Mahomedan pupils. Elementary unregistered Koran schools have increased by 12 adding 728 pupils to last year's figures for these schools. The total of Mahomedan girls under instruction in public institutions has risen to 1,729; 9 are in 'European', 19 in Anglo-Vernacular, 3 in special and the rest in vernacular schools: 1,231 attend private schools.

Education of special classes.

13. The attendance in public institutions for special classes has increased by over 1,100 pupils. The bulk of the increment belongs to Karen, Shan and Chin Vernacular public schools under private management. The Taungthus have fallen back as regards both schools and pupils. The schools under public management have been less fortunate this year than their private competitors. Private institutions have gained though not to any marked extent. Taking both private and public institutions together the total of Karens attending these schools far exceeds that of any other community. Christian converts, among whom are not a few girls, probably constitute a large majority of these Karens: in the Western and Southern Circles however religious disputes and bad crops are said to be affecting the Karen Christian schools.

Private Institutions.

14. Private institutions have increased in number by 96 schools but decreased as regards attendance by 174 pupils. These figures however cannot be relied on: the Education Department has no adequate means of either collecting or verifying them. We may assume that roughly there are between 16,000 and 17,000 such institutions in the Province, that of these nearly 16,000 are kept by Buddhists and that of the private Buddhist schools the very large majority *i.e.*, over 15,900 schools belong to the monastic order. Of the estimated total in attendance at private schools nearly 165,000 pupils or 96 per cent. are Buddhists. The reported decrease in the total of attendance is curious, but in default of accurate figures it is idle to speculate on its significance: the decrease is apparently confined to Native Christians and Buddhists, the totals for Hindus and Mahomedans having risen.

Hostels, drill, etc.

15. The number of male scholars provided for in hostels has increased though the number of hostels has decreased by one. For females there are nine more hostels and the total of hostel residents has also risen. Drill was taken in five fewer Anglo-Vernacular schools but in 235 more vernacular schools than in 1909-10. The figures for Gymnastics show a very slight increase: 66 more primary schools are taking 'calisthenics' than in the previous year. New regulations have now been sanctioned the effect of which will be to make drill and calisthenics compulsory in all Anglo-Vernacular and European Schools.

Finance.

16. The total expenditure on education in the Province from all sources is Rs. 43,62,581 an increase of nearly a lakh on last year's figure. Of this sum over 19 lakhs is contributed from Provincial Funds. The latter amount however includes expenditure on survey schools, medical education, and educational buildings. If these items be excluded, the net expenditure (exclusive of Provincial receipts) from Provincial Funds on education amounts to Rs. 16,49,869, a decrease of roughly Rs. 55,000 on the similar figure for last year. In receipts from educational institutions the Provincial budget benefits to the extent of nearly 2 lakhs. Of the total expended on education Local Funds provide a little over 4 lakhs, Municipal Funds not quite $3\frac{1}{2}$ lakhs and fees and "other sources" the balance. In other words the amount to be debited to these last two items exceeds the total contributed from Provincial Funds by over Rs. 36,000 and is much more than double that contributed from Local and Municipal Funds. The fee item however is more than three times the amount of "other sources." In spite of a decrease of over one lakh in expenditure on primary schools expenditure from the principal sources has increased except in the case of Provincial Funds. The average expenditure per head of population however has fallen for both public and private funds.

J. G. COVERNTON,

RANGOON, 30*th September* 1911. *Director of Public Instruction, Burma.*

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GENERAL TABLE NO. I.—*Abstract Return of Colleges, Schools and Scholars in Burma for the official year* 1910-11.

(For details see General Table No. III.)

Total area in square miles.	Area and Population.		Institutions and Scholars.		Public Institutions.							Private Institutions.			Percentage of	Remarks.
	Number of Towns and Villages.	Population.			Collegiate Education.		School Education—General.		School Education—Special.		Total of Public Institutions.	Advanced.	Elementary.	Grand Total.		
					Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other special Schools.						
1	2	3	4		5	6	7	8	9	10	11	12	13	14	15	16
236,738	Towns 52 Villages 60,395 Total 60,447	Males 6,144,301 Females 5,913,604 Total 12,057,905	Institutions for	Males...	2	...	793	4,895	8	222	5,920	...	16,430	22,350	Institutions to number of towns and villages = 38·15.	
				Females	...	...	83	553	4	2	642	...	69	711		
				Total ...	2	...	876	5,448	12	224	6,762	...	16,499	23,061		
			Scholars	Males...	261	...	61,003	124,377	236	2,252	188,129	...	167,093	355,222	Male scholars to male population of school-going age = 38·54.	
				Females	17	...	17,280	53,291	139	305	71,032	...	3,738	74,770	Female scholars to female population of school-going age = 8·43.	
				Total ...	278	...	78,283	177,668	375	2,557	259,161	...	170,831	429,992		

The population of school-going age is taken at 15 per cent. of the whole population.

GENERAL TABLE NO. II.—*Abstract Return of Expenditure on Public*

(For details see

	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.					
	COLLEGIATE EDUCATION.		SCHOOL EDUCATION—GENERAL.		SCHOOL EDUCATION—SPECIAL.	
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other special Schools.
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions for Males	1,15,459	...	15,53,993	6,58,731	1,33,259	71,080
Females	...	...	2,75,659	99,477	27,212	2,959
Total ...	1,15,459	...	18,29,652	7,58,208	1,60,471	74,039
2. (*a*) Percentage of Provincial expenditure included in columns 2-17 to total Provincial expenditure on Public Instruction.	3·65	...	32·23	10·74	8·61	4·25
(*b*) Percentage of Local Fund expenditure included in columns 2-17 to total Local Fund expenditure on Public Instruction.	...	...	28·59	66·10	...	...
(*c*) Percentage of Municipal Fund expenditure included in columns 2-17 to total Municipal expenditure on Public Instruction.	...	...	69·52	16·74	...	...
(*d*) Percentage of total expenditure in columns 2-17 to total expenditure on Public Instruction.	2·64	...	41·94	17·38	3·68	1·70
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
3. Average annual cost of educating each pupil in—						
Government Institutions. Cost to Provincial Revenues.	205 7 1	...	32 6 9	40 5 11	634 12 9	321 13 10
Cost to Local and Municipal Funds.	...	...	0 7 5	...	...	...
Total cost ..	291 10 0	...	53 5 7	44 11 2	635 3 0	337 15 7
Local Fund Schools. Cost to Provincial Revenues.	...	...	...	...	...	...
Cost to Local Funds ...	...	...	17 1 10	10 1 8	...	...
Total cost ...	..	...	19 4 5	10 14 5	...	...
Municipal Schools. Cost to Provincial Revenues.	...	...	18 6 5	...	...	...
Cost to Municipal Funds	...	...	6 3 6	...	...	...
Total cost ...	...	...	56 7 10	...	...	...
Institutions in Native States. Cost to Native State Revenues.	...	...	...	...	...	...
Cost to Local and Municipal Funds.	...	...	...	...	...	...
Total cost ...	...	...	...	...	...	...
Aided Institutions. Cost to Provincial Revenues.	136 5 10	...	3 9 7	0 14 9	196 12 8	4 6 11
Cost to Local and Municipal Funds.	...	...	4 13 7	1 13 3	...	...
Total cost ...	847 12 9	...	18 13 5	4 2 7	275 7 4	4 6 11
Unaided Institutions Total cost ...	...	...	...	...	...	...
All Institutions .. Cost to Provincial Revenues.	195 11 2	...	6 13 1	1 0 2	388 0 9	29 7 10
Cost to Local and Municipal Funds.	...	...	4 8 6	1 13 6	...	...
Total cost ...	370 1 0	...	23 2 5	4 4 3	432 8 7	30 12 2

Instruction in Burma for the official year 1910-11.

General Table IV.)

Total.	Total indirect expenditure on Public Instruction.								Total expenditure on Public Instruction.	Remarks.
	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.		
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
25,32,522 4,05,307	...	77,059	3,39,864	43,854	2,52,500	17,098	6,94,377	14,24,752	43,62,581	
29,37,829	...	77,059	3,39,864	43,854	2,52,500	17,098	6,94,377	14,24,752	43,62,581	
59·48	...	4·61	20·26	2·61	7·45	·24	5·35	40·52	100	
94·69	...	...	...	...	3·24	·05	2·02	5·31	100	
86·26	...	...	·38	...	9·52	1·26	2·58	13·74	100	
67·34	...	1·76	7·79	1·01	5·79	·39	15·92	32·66	100	

Rs. A. P.	
54 10 10	
0 6 7	
76 5 2	Percentage of Provincial expenditure included in column 17 to total expenditure on Public Instruction = 38·31
...	
14 10 6	
16 5 5	Percentage of Local Fund expenditure included in column 17 to total expenditure on Public Instruction = 9·34
18 6 5	
6 3 6	
56 7 10	Percentage of Municipal expenditure included in column 17 to total expenditure on Public Instruction = 7·97
...	
...	
...	Percentage of expenditure from fees included in column 17 to total expenditure on Public Instruction = 33·30
1 14 1	
2 10 4	
8 9 8	Percentage of expenditure from all other sources included in column 17 to total expenditure on Public Instruction. = 11·08
....	Total ... 100
3 13 3	
2 10 3	
11 4 11	

GENERAL TABLE NO. III.—*Return of Colleges, Schools and*

PUBLIC

- UNDER PUBLIC

Class of Institutions.	*Managed by Government.*				*Managed by District or Municipal Boards.*			
	Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
Arts Colleges.								
COLLEGIATE EDUCATION. English	1	237	268	237	...	...	...	...
Oriental	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.								
Law	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...
Total	1	237	268	237	...	...	...	...
Secondary Schools.								
SCHOOL EDUCATION, GENERAL. For boys — High Schools	11*	2,877	3,036	2,774	2	855	921	791
For boys — Middle Schools — English	17	2,320	2,471	2,157	5	688	733	636
For boys — Middle Schools — Vernacular	24	2,163	2,163	2,163	7	678	678	678
For girls — High Schools	...	...	...	...	...	...	...	...
For girls — Middle Schools — English	...	...	...	...	...	...	...	...
For girls — Middle Schools — Vernacular	5	390	390	390	...	...	...	...
Total	57	7,750	8,060	7,484	14	2,221	2,332	2,105
Primary Schools.								
For boys	8	400	404	387	7	366	366	366
For girls	...	...	...	...	...	...	...	...
Total	8	400	404	387	7	366	366	366
Schools for Special Instruction.								
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters	5	164	162	135	...	...	...	...
Training Schools for Mistresses	...	...	...	...	...	...	...	...
Schools of Arts	...	...	...	...	...	...	...	...
Law Schools	1	12	12	11	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...
Engineering and Surveying Schools	2	81	77	76	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...
Reformatory Schools	1	105	101	101	...	...	...	...
Other Schools ‡	...	...	...	...	...	...	...	...
Total	9	362	352	323	...	...	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	75	8,749	9,084	8,431	21	2,587	2,698	2,471

* Includes one Government Vernacular
† Includes 10 Vernacular High
‡ 217 Pâli schools prepared for the

Scholars in Burma for the official year 1910-11.

INSTITUTIONS.

MANAGEMENT.				UNDER PRIVATE MANAGEMENT.							
Maintained by Native States.				*Aided by Government, or by District or Municipal Boards.*				*Unaided.*			
Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
10	11	12	13	14	15	16	17	18	19	20	21
...	...	...	...	1	41	44	47	...	..	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...		...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
..	...	...	...	1	41	44	47	...	...	...	...
...	...	...	...	26†	6,486	6,561	6,091	...	...	...	...
...	...	...	...	59	10,251	10,678	9,649	...	...	...	...
...	...	...	...	642	43,937	43,937	43,937	...	...	...	...
...	...	...	...	11	2,128	2,017	1,831	...	...	..	...
...	...	...	...	14	1,654	1,595	1,384	...	...	...	...
...	...	...	...	53	3,856	3,856	3,856	...	...	...	...
...	...	...	...	805	68,312	68,644	66,748	...	..	...	...
...	...	...	...	4,880	158,347	158,410	158,271	...	...	..	...
...	...	...	...	553	18,555	18,545	18,499	...	...	...	...
...	..	...	...	5,433	176,902	176,955	176,770	...	...	...	...
...	...	...	...	3	95	95	91	...	...	...	..
...	...	...	...	4	116	114	105	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	3	230	210	195	..	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	217	2,129	2,007	1,913	...	...	...	...
...	...	...	...	227	2,570	2,426	2,304	...	...	...	...
...	...	...	...	6,466	247,825	248,069	245,869	...	...	...	...

High school with an attendance of 124.
schools with an attendance of 1,147.
Patamabyan Examination.

GENERAL TABLE NO. III.—*Return of Colleges, Schools and Scholars*

	Class of Institutions.	Grand total of Public Institutions.	Grand total of scholars on the 31st March.	Number of scholars on 31st March learning		
				English.	A classical language.	A vernacular language.
	1	22	23	24	25	26
	Arts Colleges.					
Collegiate Education.	English	2	278	278	240	127
	Oriental	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.					
	Law	...	...	...	...	...
	Medicine	...	...	...	...	...
	Engineering	...	...	...	...	...
	Teaching	...	...	...	...	...
	Agriculture	...	...	...	...	...
	Total	2	278	278	240	127
	Secondary Schools.					
School Education, General.	For boys — High Schools	39	10,218	8,675	2,033	10,174
	For boys — Middle School — English	81	13,259	13,097	560	13,428
	For boys — Middle School — Vernacular	673	46,778	...	22,013	46,558
	For girls — High Schools	11	2,128	1,889	298	625
	For girls — Middle Schools — English	14	1,654	1,654	45	1,182
	For girls — Middle Schools — Vernacular	58	4,246	...	1,338	4,212
	Total	876	78,283	25,315	26,287	76,179
	Primary Schools.					
	For boys	4,895	159,113	1,062	70,281	153,711
	For girls	553	18,555	260	6,779	18,154
	Total	5,448	177,668	1,322	77,060	171,865
	Schools for Special Instruction.					
School Education, Special.	Training Schools for Masters	8	259	94	158	199
	Training Schools for Mistresses	4	116	63	...	116
	Schools of Arts	...	...	...	...	...
	Law Schools	1	12	12	...	...
	Medical Schools	...	...	...	...	...
	Engineering and Surveying Schools	2	81	45	...	...
	Technical and Industrial Schools	3	230	150	...	168
	Commercial Schools	...	...	...	...	...
	Agricultural Schools	...	...	...	...	...
	Reformatory Schools	1	105	...	...	105
	Other Schools	217	2,129	...	2,129	...
	Total	236	2,932	364	2,287	588
	TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	6,562	259,161	27,279	105,874	248,759
Private Institutions	1. Advanced teaching:— (*a*) Arabic or Persian	...	...	...	...	...
	(*b*) Sanskrit	...	...	...	...	...
	(*c*) Any other Oriental classic	...	...	...	...	...
	2. Elementary—teaching a Vernacular only or mainly. For boys	16,183	163,796	...	92,941	162,311
	2. Elementary—teaching a Vernacular only or mainly. For girls	69	1,170	118	599	1,075
	3. Elementary—teaching the Koran. For boys	227	4,982	...	4,982	...
	3. Elementary—teaching the Koran. For girls	...	...	...	...	...
	4. Other Schools not conforming to Departmental Standards. For boys	20	883	127	860	23
	4. Other Schools not conforming to Departmental Standards. For girls	...	...	...	...	...
	Total	16,499	170,831	245	99,382	163,409
	GRAND TOTAL	23,061	429,992	27,524	205,256	412,168

in Burma for the official year 1910-11—concluded.

Classification of Scholars on the 31st March according to race or creed.								Number of girls in boys' schools.	Number of boys in girls' schools.
Europeans and Eurasians.	Native Christians.	*Hindus.* Brahmans.	*Hindus.* Non-Brahmans.	Mahommedans.	Buddhists.	Parsis.	Others.		
27	28	29	30	31	32	33	34	35	36
47	26	1	7	13	183	...	1	17	...
...	...	...	..	...	...	...	..	..	...
...	...	...	...	...	...	..	...	...	..
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	..	...	...	...	...
...	...	...	...	...	...	...	...	...	...
47	26	1	7	13	183	...	1	17	...
1,227	1,102	43	252	842	6,537	21	194	419	...
343	3,137	62	1,079	913	7,476	8	241	1,198	...
8	2,868	6	128	1,373	42,385	...	10	10,390	...
1,537	129	...	17	14	201	16	214	...	569
464	311	3	17	24	798	...	37	...	521
2	676	...	31	125	3,411	...	1	...	1,665
3,581	8,223	114	1,524	3,291	60,808	45	697	12,007	2,755
53	11,443	26	1,645	5,969	139,913	3	61	41,352	...
107	1,275	...	76	342	16,748	2	5	...	6,616
160	12,718	26	1,721	6,311	156,661	5	66	41,352	6,616
18	77	...	1	4	151	...	8	23	...
10	89	...	...	...	17	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	1	...	4	...	7	...	...	...	...
...	...	...	...	...	...	...	...	...	...
13	5	2	11	2	25	...	23	...	...
55	136	...	...	...	39	...	...	16	...
...	...	...	...	...	...	...	...	. .	...
...	...	...	...	...	...	...	...	...	...
1	3	...	14	16	64	...	7	...	...
...	...	...	...	...	2,129	...	...	120	...
97	311	2	30	22	2,432	...	38	159	...
3,885	21,278	143	3,282	9,637	220,084	50	802	53,535	9,371
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	..	...	...	...	...	...	...
...	277	1	270	60	163,188	...	...	1,553	...
...	...	...	..	...	1,170	...	...	...	305
...	...	...	...	4,982	...	...	...	1,231	...
...	...	...	...	...	...	...	...	...	...
...	73	41	323	50	396	...	...	89	...
...	...	...	...	...	...	...	...	...	...
...	350	42	593	5,092	164,754	...	...	2,873	305
3,885	21,628	185	3,875	14,729	384,838	50	802	56,408	9,676

GENERAL TABLE NO. IIIA.—*Number of scholars on the 31st March classified according to sex, race or creed.*

		NUMBER OF SCHOLARS ON 31ST MARCH, CLASSIFIED ACCORDING TO SEX, RACE OR CREED.							
				Hindus.					
		Europeans and Eurasians.	Native Christians.	Brahmans.	Non-Brahmans.	Mahomedans.	Buddhists.	Parsis.	Others.
1		2	3	4	5	6	7	8	9
COLLEGIATE EDUCATION.									
Arts Colleges.									
English ...	Male	31	25	1	7	13	183	...	1
	Female	16	1	...	...	..	...	...	...
Oriental ...	Male	...	...	...	...	..	...	...	...
	Female	...	...	...	...	..	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.									
Law ...	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Medicine ...	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Engineering ...	Male	...	...	...	...	...	...	...	...
	Female	..	...	...	...	...	...	...	...
Teaching ...	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Agriculture ...	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Total ...		47	26	1	7	13	183	...	1
SCHOOL EDUCATION—GENERAL.									
Secondary Schools.									
For Boys—									
High ...	Male	1,207	872	43	238	836	6,390	19	194
	Female	20	230	...	14	6	147	2	...
Middle Schools—									
English ...	Male	237	2,353	60	999	905	7,293	8	206
	Female	106	784	2	80	8	183	...	35
Vernacular	Male	5	1,940	5	112	1,100	33,216	...	10
	Female	3	928	1	16	273	9,169	...	...
For Girls—									
High ...	Male	338	17	...	3	8	95	4	104
	Female	1,199	112	...	14	6	106	12	110
Middle Schools—									
English ...	Male	111	38	2	5	13	334	...	18
	Female	353	273	1	12	11	464	...	19
Vernacular	Male	...	54	...	11	62	1,537	...	1
	Female	2	622	...	20	63	1,874	...	...
Total ...		3,581	8,223	114	1,524	3,291	60,808	45	697
Primary Schools.									
For Boys	Male	31	6,832	19	1,416	4,815	104,591	3	54
	Female	22	4,611	7	229	1,154	35,342	...	7
For Girls	Male	42	316	...	15	137	6,103	...	3
	Female	65	959	...	61	205	10,645	2	2
Total ...		160	12,718	26	1,721	6,311	156,661	5	66
SCHOOL EDUCATION—SPECIAL.									
Schools for Special Instruction.									
Training Schools ...	Male	4	76	..	1	1	147	...	7
	Female	24	90	...	...	3	21	...	1
Carried over ...		28	166	...	1	4	168	...	8

GENERAL TABLE NO. IIIA.—*Number of scholars on the 31st March classified according to sex, race or creed*—concluded.

		Number of scholars on 31st March, classified according to sex, race or creed.							
		Europeans and Eurasians.	Native Christians.	*Hindus.* Brahmans.	*Hindus.* Non-Brahmans.	Mahomedans.	Buddhists.	Parsis.	Others.
1		2	3	4	5	6	7	8	9
Brought forward	...	28	166	...	1	4	168	...	8
Schools for Special Instruction—concluded.									
Schools of Arts ...	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Law Schools ...	Male	...	1	...	4	...	7	...	...
	Female	...	...	...	...	...	...	...	...
Medical Schools ...	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Engineering and Surveying Schools.	Male	13	5	2	11	2	25	...	23
	Female	...	...	...	...	...	...	...	...
Industrial Schools ...	Male	...	45	...	...	...	...	...	...
	Female	55	91	...	...	...	39	...	...
Reformatory Schools ...	Male	1	3	...	14	16	64	...	7
	Female	...	...	...	...	...	...	...	...
Other Schools ...	Male	...	...	...	...	...	2,009	...	...
	Female	...	...	...	...	...	120	...	...
Total	...	97	311	2	30	22	2,432	...	38
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.		3,885	21,278	143	3,282	9,637	220,084	50	802
Private Institutions.									
(1) Advanced teaching—									
(a) Arabic or Persian	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
(b) Sanskrit ...	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
(c) Any other Oriental classic,	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
(2) Elementary, Teaching a Vernacular only or mainly—									
For Boys ...	Male	...	178	1	234	53	161,777	...	...
	Female	...	99	...	36	7	1,411	...	...
For Girls ...	Male	...	...	...	...	...	305	...	...
	Female	...	...	...	...	...	865	...	...
(3) Elementary, Teaching the Koran only—									
For Boys ...	Male	...	...	...	...	3,751	...	...	...
	Female	...	...	...	...	1,231	...	...	...
For Girls ...	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Other Schools not conforming to Departmental Standards—									
For Boys ...	Male	...	51	27	277	43	396	...	...
	Female	...	22	14	46	7	...	...	...
For Girls ...	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Total Private Institutions	...	...	350	42	593	5,092	164,754	...	...
GRAND TOTAL	...	3,885	21,628	185	3,875	14,729	384,838	50	802

GENERAL TABLE NO. IIIB.—*Return of European Colleges, Schools and*

Class of Institutions.	PUBLIC							
	UNDER PUBLIC							
	Managed by Government.				*Managed by District or Municipal Boards.*			
	Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
Arts Colleges.								
COLLEGIATE EDUCATION. English — For Boys	...	...	...	...	...	...	...	...
English — For Girls	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...
Secondary Schools.								
SCHOOL EDUCATION, GENERAL. For boys — High Schools — English	1	120	116	108	...	...	...	...
For boys — Middle Schools — English	...	...	...	...	...	...	...	...
For girls — High Schools — English	...	...	...	...	...	...	...	...
For girls — Middle Schools — English	...	...	...	...	...	...	...	...
Total	1	120	116	108	...	...	...	...
Primary Schools.								
For boys	...	...	...	...	...	...	...	...
For girls	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...
Schools for Special Instruction.								
SCHOOL EDUCATION, SPECIAL. Industrial Schools (Girls)	...	...	...	...	...	...	...	...
Other Schools (Girls)	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...
Total of Public Institutions	1	120	116	108	...	...	...	...
Private Institutions	...	...	...	...	...	...	...	...
Total of Private Institutions	...	...	...	...	...	...	...	...
GRAND TOTAL	1	120	116	108	...	...	...	...

Scholars in Burma for the official year 1910-11.

INSTITUTIONS.

MANAGEMENT.				UNDER PRIVATE MANAGEMENT.							
Managed by Native States.				*Aided by Government or by District or Municipal Boards.*				*Unaided.*			
Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
10	11	12	13	14	15	16	17	18	19	20	21
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	..	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	5	1,171	1,163	1,045	...	...	..	...
...	...	...	...	3	249	241	207	...	..	...	...
...	...	...	...	10	1,736	1,651	1,466	...	...	...	...
...	...	...	...	6	494	455	388	...	...	...	...
...	...	...	...	24	3,650	3,510	3,106	...	...	...	...
...	...	...	...	1	35	19	25	...	...	...	...
...	...	...	...	2	99	91	67	...	...	...	...
...	...	...	...	3	134	110	92	...	...	...	...
...	...	...	...	1	43	41	41	...	...	...	...
...	...	...	..	...	...	..	...	...	...	...	...
...	...	...	...	1	43	41	41	...	...	...	...
...	...	...	...	28	3,827	3,661	3,239	...	...	...	...
...	...	...	...	...	...	...	...	..	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	..	...	...	28	3,827	3,661	3,239	...	...	...	...

GENERAL TABLE NO. IIIB.—*Return of European Colleges, Schools and*

Class of Institutions.						Grand total of Institutions.	Grand total of scholars on the 31st March.	Number of scholars on the 31st March learning		
								English.	A classical language.	A vernacular language.
1						22	23	24	25	26
			Arts Colleges.							
Collegiate Education.	English	For Boys	..	...	...	...	...	...	...	...
		For Girls	...	...	...	...	...	...	...	...
			Total		...	...	...	...	...	...
			Secondary Schools.							
School Education, General.	For boys	High Schools	English		...	6	1,291	1,291	190	990
		Middle Schools	English		...	3	249	249	12	24
	For girls	High Schools	English		...	10	1,736	1,736	298	233
		Middle Schools	English		...	6	494	494	45	22
			Total		...	25	3,770	3,770	545	1,269
			Primary Schools.							
	For boys	..	...	...	...	1	35	35	...	35
	For girls	...	...	...	...	2	99	99	...	17
			Total		...	3	134	134	...	52
			Schools for Special Instruction.							
School Education, Special.	Industrial Schools (Girls)	...	...		...	1	43	43	...	...
	Other Schools (Girls)	...	...		...	...	...	...	...	...
			Total		...	1	43	43	...	...
			Total of Public Institutions		...	29	3,947	3,947	545	1,321
Private Institutions	...	...	..		...	...	...	...	...	...
			Total of Private Institutions		...	...	...	...	...	...
			GRAND TOTAL		...	29	3,947	3,947	545	1,321

Scholars in Burma for the official year 1910-11—concluded.

Classification of Scholars on the 31st March according to race or creed.								Number of girls in boys' schools.	Number of boys in girls' schools.
Europeans and Eurasians.	Native Christians.	*Hindus.*		Mahommedans.	Buddhists.	Parsis.	Others.		
		Brahmans.	Non-Brahmans.						
27	28	29	30	31	32	33	34	35	36
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	..	...	...	...	...	...	...
1,077	21	...	2	43	76	16	56	19	...
228	8	...	...	1	10	...	2	94	...
1,537	25	...	17	14	59	16	68	...	391
453	8	...	...	5	13	...	15	...	120
3,295	62	...	19	63	158	32	141	113	511
35	...	...	...	...	...	...	...	19	...
95	2	...	...	...	...	2	...	...	41
130	2	...	...	...	...	2	...	19	41
43	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
43	...	...	...	...	...	...	...	...	...
3,468	64	...	19	63	158	34	141	132	552
...	...	...	...	...	...	...	..	...	...
...	...	...	...	...	...	...	...	...	...
3,468	64	...	19	63	158	34	141	132	552

GENERAL TABLE NO. IV.—*Return of Expenditure on Public Instruction in Burma*

Objects of Expenditure.	PUBLIC						
	UNDER PUBLIC						
	Managed by Government.						
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION. — *Arts Colleges.*							
English	55,058	...	...	23,098	...	...	78,156
Oriental	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.							
Law	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...
Total	55,058	...	...	23,098	...	...	78,156
SCHOOL EDUCATION — GENERAL. — *Secondary Schools.*							
For boys — High Schools	1,36,446	...	...	96,785	...	...	2,33,231
For boys — Middle Schools — English	76,741	...	3,742	63,039	...	...	1,43,522
For boys — Middle Schools — Vernacular	40,910	...	...	4,350	...	...	45,260
For girls — High Schools	...	...	...	...	...	...	...
For girls — Middle Schools — English	...	...	...	...	...	...	...
For girls — Middle Schools — Vernacular	7,212	...	...	779	...	...	7,991
Total	2,61,309	...	3,742	1,64,953	...	...	4,30,004
Primary Schools.							
For boys	16,309	...	...	1,750	...	...	18,059
For girls	...	...	...	...	...	...	...
Total	16,309	...	...	1,750	...	...	18,059
SCHOOL EDUCATION — SPECIAL. — *Schools for Special Instruction.*							
Training Schools for Masters	1,02,837	...	...	63	...	...	1,02,900
Training Schools for Mistresses	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...
Law Schools	4,347	...	...	1,653	...	...	6,000
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools	41,614	...	...	1,408	...	...	43,022
Technical and Industrial Schools	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...
Reformatory Schools	15,193	...	...	...	...	...	15,193
Other Schools	...	...	...	...	...	...	...
Total	1,63,991	...	...	3,124	...	...	1,67,115
Buildings	(a) 49,925	...	...	...	...	...	49,925
Furniture and apparatus (special grants only)	...	...	...	...	...	...	...
Total	49,925	...	...	...	...	...	49,925
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Arts Colleges	...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Total Expenditure on Public Instruction	5,46,592	...	3,742	1,92,925 (b)	...	...	7,43,259

(a) Exclusive of expenditure on Survey School Buildings.

(b) Includes Rs. 9,091 being the amount of schools fees credited to Municipalities by the Municipal Schools at Ma-ubin and Myanaung, which were taken over by Government.

for the official year 1910-11.

INSTITUTIONS.

MANAGEMENT.

Managed by District or Municipal Boards.							*Managed by Native States.*						
Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State revenues.	Local funds in Native States.	Municipal funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	..	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	..	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
17,486	..	5,000	29,838	...	...	52,324	...	...	...	...	...	...	...
12,951	...	5,285	22,873	...	...	41,109	...	...	...	...	...	...	...
...	11,604	...	1,466	...	...	13,070	...	...	...	..	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
30,437	11,604	10,285	54,177	...	...	1,06,503	...	...	...	...	...	...	...
...	3,699	...	291	...	...	3,990	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	3,699	...	291	...	...	3,990	...	...	...	...	...	...	...
...	...	..	...	...	...	...	...	...	...	...	...	...	...
...	..	...	...	...	...	...	...	...	...	...	...	...	...
...	...

GENERAL TABLE NO. IV.—*Return of Expenditure on Public*

Objects of Expenditure.	PUBLIC						
	UNDER PRIVATE						
	Aided by Government or by District or Municipal Boards.						
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	23	24	25	26	27	28	29
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION. *Arts Colleges.*							
English	6,000	...	...	2,599	...	28,704	37,303
Oriental	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.							
Law	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...
Total ...	6,000	...	...	2,599	...	28,704	37,303
SCHOOL EDUCATION — GENERAL. *Secondary Schools.*							
For boys — High Schools	34,472	3,391	74,768	1,64,916	16,274	17,389	3,11,210
For boys — Middle Schools — English ...	89,222	3,711	72,570	2,44,599	36,471	23,075	4,69,648
For boys — Middle Schools — Vernacular	51,383	91,870	47,796	52,467	403	700	2,44,619
For girls — High Schools	48,079	...	4,800	71,322	8,972	17,663	1,50,836
For girls — Middle Schools — English ...	14,038	...	15,700	39,778	7,206	6,024	82,746
For girls — Middle Schools — Vernacular	9,736	5,929	12,131	5,247	343	700	34,086
Total ...	2,46,930	1,04,901	2,27,765	5,78,329	69,669	65,551	12,93,145
Primary Schools.							
For boys	1,29,488	2,42,051	47,454	1,67,043	16,974	33,672	6,36,682
For girls	33,613	23,611	10,763	23,023	4,607	3,860	99,477
Total ...	1,63,101	2,65,662	58,217	1,90,066	21,581	37,532	7,36,159
Schools for Special Instruction.							
SCHOOL EDUCATION — SPECIAL. Training Schools for Masters ...	20,860	...	...	...	1,200	8,299	30,359
Training Schools for Mistresses ...	20,269	...	...	426	...	6,517	27,212
Schools of Arts	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	3,361	...	...	...	...	...	3,361
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...
Reformatory Schools	...	...	...	...	...	...	...
Other Schools	6,463	...	...	...	...	...	6,463
Total ...	50,953	...	...	426	1,200	14,816	67,395
Buildings	74,490	8,149	25,139	...	...	81,800	1,89,578
Furniture and apparatus (special grants only)...	3,955	198	4,396	...	...	8,549	17,098
Total ...	78,445	8,347	29,535	...	...	90,349	2,06,676
University	...	...	...	...	...	...	...
Direction	...	...	...		...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Arts Colleges	...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary Schools ...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction ...	5,45,429	3,78,910	3,15,517	7,71,420	92,450	2,36,952	23,40,678

(*a*) Exclusive of expenditure on Survey Schools.
(*b*) Rupees 402 represents the cost of the American Baptist Mission Bghai-Karen School for Boys at Toungoo, the balance is the cost of Girls' Schools.

Instruction in Burma for the official year 1910-11—concluded.

INSTITUTIONS.										
MANAGEMENT.				TOTAL EXPENDITURE FROM						
Unaided.										
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	*All other sources.* Private.	Public.	Total.
30	31	32	33	34	35	36	37	38	39	40
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	..	61,058	...	...	25,697	28,704	...	1,15,459
...	...	...	...	...	...	...	...	..	...	...
..	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	61,058	...	...	25,697	28,704	...	1,15,459
...	...	...	...	1,88,404	3,391	79,768	2,91,539	33,663	...	5,96,765
...	...	...	...	1,78,914	3,711	81,597	3,30,511	59,546	...	6,54,279
...	...	...	...	92,293	1,03,474	47,796	58,283	1,103	...	3,02,949
...	...	...	...	48,079	...	4,800	71,322	26,635	...	1,50,836
...	...	...	...	14,038	...	15,700	39,778	13,230	...	82,746
...	...	...	...	16,948	5,929	12,131	6,026	1,043	...	42,077
...	...	...	...	5,38,676	1,16,505	2,41,792	7,97,459	1,35,220	...	18,29,652
...	..	...	...	1,45,797	2,45,750	47,454	1,69,084	50,646	...	6,58,731
...	...	...	...	33,613	23,611	10,763	23,023	8,467	...	99,477
...	...	...	...	1,79,410	2,69,361	58,217	1,92,107	59,113	...	7,58,208
...	...	...	...	1,23,697	...	...	63	9,499	...	1,33,259
...	...	...	...	20,269	...	..	426	6,517	...	27,212
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	4,347	...	...	1,653	...	...	6,000
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	(a) 41,614	...	...	1,408	...	...	43,022
...	...	...	...	3,361	...	...	...	..	...	(b) 3,361
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	15,193	...	...	...	...	...	15,193
...	...	...	...	6,463	...	...	...	...	...	6,463
...	...	...	...	2,14,944	...	...	3,550	16,016	...	2,34,510
...	...	...	...	1,24,415	13,180	33,105	...	81,800	...	2,52,500
...	...	...	...	3,955	198	4,396	...	8,549	...	17,098
...	...	...	...	1,28,370	13,378	37,501	...	90,349	...	2,69,598
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	77,059	...	...	...	...	...	77,059
...	...	...	...	3,38,551	...	1,313	...	...	...	3,39,864
...	...	...	...	9,860	...	...	...	80	...	9,940
...	...	...	...	11,203	...	...	...	...	..	11,203
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	15,582	...	...	...	...	...	15,582
...	...	...	...	4,032	...	...	..	...	...	4,032
...	...	...	...	...	...	...	...	...	...	...
..	...	...	...	...	...	...	...	...	...	...
...	...	...	...	(c) 3,003	..	...	..	94	...	3,097
...	...	...	...	(d) 89,456	8,242	8,975	4,34,090	1,53,614	...	6,94,377
...	...	...	...	5,48,746	8,242	10,288	4,34,090	1,53,788	...	11,55,154
...	...	...	...	16,71,204	4,07,486	3,47,798	14,52,903	4,83,190	...	43,62,581

(c) Exclusive of Survey Scholarships.
(d) Includes expenditure on Hostels or Boarding-houses.

GENERAL TABLE NO. IV-A.—*Return of Expenditure on European Colleges*

Objects of Expenditure.			PUBLIC						
			UNDER PUBLIC						
			Managed by Government.						
			Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1			2	3	4	5	6	7	8
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.									
COLLEGIATE EDUCATION. English	For boys	... ...	...	...	...	...	...	...	...
	For girls	... ...	...	...	...	...	...	...	...
	Total	...	...	...	...	...	...	...	...
Secondary Schools.									
SCHOOL EDUCATION—GENERAL. For boys	High Schools, English	... ...	18,148	...	...	5,289	...	..	23,437
	Middle Schools, English	... ...	...	...	...	...	...	...	...
For girls	High Schools, English	... ...	...	...	...	...	...	...	...
	Middle Schools, English	... ...	...	...	...	...	...	...	...
	Total	...	18,148	...	...	5,289	...	...	23,437
Primary Schools.									
For boys		... ...	...	...	...	...	...	...	...
For girls		... ...	...	...	...	...	...	...	...
	Total	...	...	...	...	...	...	...	...
Schools for Special Instruction.									
SCHOOL EDUCATION—SPECIAL. Industrial Schools		... ...	...	...	...	...	...	...	...
Other Schools		... ...	...	...	...	...	...	...	...
	Total	...	...	...	...	...	...	...	...
Buildings		... ...	492	...	...	...	...	...	492
Furniture and apparatus (special grants only)		... ...	...	...	...	...	...	...	...
	Total	...	492	...	...	...	...	...	492
SCHOLARSHIPS. Arts Colleges		... ...	...	...	...	...	...	...	...
Secondary Schools		... ...	...	...	...	...	...	...	...
Primary Schools		... ...	...	...	...	...	...	...	...
Miscellaneous		... ...	...	...	...	...	...	...	...
	Total	...	...	...	...	...	...	...	...
Total Expenditure on European Colleges and Schools		...	18,640	...	...	5,289	...	...	23,929

and Schools in Burma for the official year 1910-11.

INSTITUTIONS.

MANAGEMENT.

Managed by District or Municipal Boards.							*Managed by Native States.*						
Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...

GENERAL TABLE NO. IV-A.—*Return of Expenditure on European Colleges*

Objects of Expenditure.	PUBLIC INSTITUTIONS UNDER PRIVATE MANAGEMENT						
	Aided by Government or by District or Municipal Boards.						
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	23	24	25	26	27.	28	29
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION. *Arts Colleges.*							
English ... For boys	...	...	...	...	...	...	...
English ... For girls	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
SCHOOL EDUCATION—GENERAL. *Secondary Schools.*							
For boys ... High Schools, English ...	21,190	...	...	32,577	264	2,000	56,031
For boys ... Middle Schools, English...	6,583	...	...	10,064	1,605	230	18,482
For girls ,, High Schools, English ...	46,838	...	...	61,924	7,172	16,223	1,32,157
For girls ,, Middle Schools, English...	10,135	...	2,160	12,780	1,996	4,649	31,720
Total ...	84,746	...	2,160	1,17,345	11,037	23,102	2,38,390
Primary Schools.							
For boys	494	...	...	719	...	...	1,213
For girls	2,769	...	...	2,391	360	860	6,380
Total ...	3,263	...	...	3,110	360	860	7,593
Schools for Special Instruction.							
SCHOOL EDUCATION—SPECIAL. Industrial Schools	1,163	...	...	...	...	...	1,163
Other Schools	...	...	...	...	...	...	...
Total ...	1,163	...	...	...	...	...	1,163
Buildings	37,800	...	...	..	...	37,800	75,600
Furniture and apparatus (special grants only)...	1,501	...	...	...	...	1,501	3,002
Total ...	39,301	...	...	...	...	39,301	78,602
SCHOLARSHIPS. Arts Colleges	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	..	...
Primary Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	..	...	...	...
Total Expenditure on European Colleges and Schools.	1,28,473	...	2,160	1,20,455	11,397	63,263	3,25,748

and Schools in Burma for the official year 1910-11—concluded.

INSTITUTIONS.										
MANAGEMENT.				TOTAL EXPENDITURE FROM						
Unaided.										
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	*All other sources.* Private.	*All other sources.* Public.	GRAND TOTAL.
30	31	32	33	34	35	36	37	38	39	40
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	39,338	...	...	37,866	2,264	...	79,468
...	...	...	...	6,583	...	...	10,064	1,835	...	18,482
...	...	...	...	46,838	...	...	61,924	23,395	...	1,32,157
...	...	...	...	10,135	...	2,160	12,780	6,645	...	31,720
...	...	...	...	1,02,894	...	2,160	1,22,634	34,139	...	2,61,827
...	...	...	...	494	...	...	719	...	...	1,213
...	...	...	...	2,769	...	...	2,391	1,220	...	6,380
...	...	...	...	3,263	...	...	3,110	1,220	...	7,593
...	...	...	...	1,163	...	...	...	...	...	1,163
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1,163	...	...	...	...	...	1,163
...	...	...	...	38,292	...	...	...	37,800	...	76,092
...	...	...	...	1,501	...	...	...	1,501	...	3,002
...	...	...	...	39,793	...	...	...	39,301	...	79,094
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	8,639	...	...	...	...	...	8,639
...	...	...	...	4,032	...	...	...	...	...	4,032
...	...	...	...	18,335	...	...	1,67,199	9,256	...	1,94,790
...	...	...	...	31,006	...	...	1,67,199	9,256	...	2,07,461
...	...	...	...	1,78,119	...	2,160	2,92,943	83,916	...	5,57,138

GENERAL TABLE NO. V.—*Return of the stages of Instruction of Pupils in Public*

Class of Schools.			Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (Middle stage) but have not passed the Matriculation Examination. 1			MIDDLE STAGE. Comprising all pupils who have passed beyond the Primary stage, but have not passed the Lower Secondary Middle stage. 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.										
For boys	Government	English	27	5,073	261	...	261	1,840	10	1,850
		Vernacular	25	2,287	2	...	2	232	15	247
	District Board	English	...	...	...	...	...	...	...	...
		Vernacular	7	678	...	...	...	80	1	81
	Municipal	English	7	1,543	76	...	76	695	6	701
		Vernacular	...	...	...	...	...	...	...	.
	Native States	English	...	...	...	...	...	...	...	...
		Vernacular	...	..	...	...	...	...	...	...
	Aided	English	75	15,590	486	13	499	4,677	234	4,911
		Vernacular	652	45,084	39	...	39	4,825	242	5,067
	Unaided	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Total	...	793	70,255	864	13	877	12,349	508	12,857
For girls	Government	English	...	...	...	...	...	...	...	...
		Vernacular	5	390	...	...	...	...	15	15
	District Board	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	..
	Municipal	English	...	...	...	...	...	...	...	..
		Vernacular	...	...	...	...	...	...	...	...
	Native States	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided	English	25	3,782	...	86	86	48	646	694
		Vernacular	53	3,856	...	...	...	145	163	308
	Unaided	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Total	...	83	8,028	...	86	86	193	824	1,017
Total Secondary Schools		...	876	78,283	864	99	963	12,542	1,332	13,874
PRIMARY SCHOOLS.										
For boys	Government	...	8	400	...	...	...	...	...	...
	District Boards	...	7	366	...	...	...	...	...	...
	Municipal	...	...	...	...	...	...	...	...	...
	Native States	...	...	...	..	...	...	...	...	...
	Aided	...	4,880	158,347	...	...	...	...	...	...
	Unaided	...	...	...	...	...	...	...	...	...
	Total	...	4,895	159,113	...	...	...	...	...	...
For girls	Government	...	...	...	...	...	...	...	...	...
	District Boards	...	...	.	...	...	...	...	..	...
	Municipal	...	...	...	...	...	...	...	...	...
	Native States	...	...	...	...	...	...	...	...	...
	Aided	...	553	18,555	...	...	...	...	...	...
	Unaided	...	...	...	...	...	...	...	...	...
	Total	...	553	18,555	...	...	...	...	...	...
Total Primary Schools		..	5,448	177,668	..	...	...	...	...	...
GRAND TOTAL		...	6,324	255,951	864	99	963	12,542	1,332	13,874

Schools for General Education in Burma for the official year 1910-11.

UPPER PRIMARY STAGE.			LOWER PRIMARY STAGE.						Total.		
Comprising all pupils who have passed the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Comprising all pupils who have not passed beyond the Lower Primary stage.								
			Reading printed books.			*Not reading printed books.*					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
2,078	16	2,094	854	14	868	...	...	...	5,033	40	5,073
464	68	532	1,040	466	1,506	...	...	...	1,738	549	2,287
...	...	...	...	...	...	...	...	...	...	..	...
141	11	152	327	118	445	...	...	...	548	130	678
647	1	648	118	...	118	..	...	...	1,536	7	1,543
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
5,427	560	5,987	3,556	637	4,193	...	...	...	14,146	1,444	15,590
8,882	1,332	10,214	21,501	8,263	29,764	...	...	...	35,247	9,837	45,084
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
17,639	1,988	19,627	27,396	9,498	36,894	...	..	...	58,248	12,007	70,255
...	...	...	...	...	...	...	...	...	...	...	...
...	61	61	8	306	314	...	...	...	8	382	390
...	...	...	...		...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
271	777	1048	771	1,183	1,954	...	...	...	1,090	2,692	3,782
339	363	702	1,173	1,673	2,846	...	...	...	1,657	2,199	3,856
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
610	1,201	1,811	1,952	3,162	5,114	...	...	...	2,755	5,273	8,028
18,249	3,189	21,438	29,348	12,660	42,008	...	...	...	61,003	17,280	78,283
67	7	74	255	71	326	...	...	...	322	78	400
28	9	37	178	151	329	...	...	...	206	160	366
...	...	...	...	...	...	...	...	...	...	...	...
...	...	..	...	...	...	...	...	...	...	...	...
16,432	3,583	20,015	100,801	37,531	138,332	...	...	...	117,233	41,114	158,347
...	...	...	...	...	...	...	...	...	...	...	...
16,527	3,599	20,126	101,234	37,753	138,987	...	...	...	117,761	41,352	159,113
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	..	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
825	1,213	2,038	5,791	10,726	16,517	...	...	...	6,616	11,939	18,555
...	...	...	...	...	...	...	...	...	...	...	...
825	1,213	2,038	5,791	10,726	16,517	...	...	...	6,616	11,939	18,555
17,352	4,812	22,164	107,025	48,479	155,504	...	...	...	124,377	53,291	177,668
35,601	8,001	43,602	136,373	61,139	197,512	...	...	...	185,380	70,571	255,951

GENERAL TABLE NO. VA.—*Return of the stages of instruction of pupils in Public European*

Class of Institutions.	Number of schools.	Number of pupils on rolls on the 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (Middle stage) but have not passed the Matriculation Examination. 1			MIDDLE STAGE. Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (Middle stage). 2		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.								
For boys — Government	1	120	10	...	10	52	...	52
For boys — Aided	8	1,420	81	...	81	327	13	340
Total ...	9	1,540	91	...	91	379	13	392
For girls — Government	...	...	...	..	...	...	...	...
For girls — Aided	16	2,230	...	84	84	21	404	425
Total ...	16	2,230	...		84	21	404	425
Total Secondary Schools ...	25	3,770	91	84	175	400	417	817
PRIMARY SCHOOLS.								
For boys — Government	..	...	...	...	...	...	...	...
For boys — Aided	1	35	...	...	...	...	...	...
Total ...	1	35	...	...	...	...	...	...
For girls — Government	...	...	...	...	...	...	...	...
For girls — Aided	2	99	...	...	...	...	...	...
Total ...	2	99	...	...	...	...	...	...
Total Primary Schools ...	3	134	...	...	...	...	...	...
GRAND TOTAL ...	28	3,904	91	84	175	400	417	817

Schools for general education in Burma for the official year 1910-11.

UPPER PRIMARY STAGE.			LOWER PRIMARY STAGE.						Total.		
Comprising all pupils who have passed the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Comprising all pupils who have not passed beyond the Lower Primary stage.								
			Reading printed books.			*Not reading printed books.*					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
36	...	36	22	...	22	...	...	...	120	...	120
406	26	432	493	74	567	...	...	...	1,307	113	1,420
442	26	468	515	74	589	...	...	...	1,427	113	1,540
...	...	...	...	...	...	...	...	...	...	...	...
44	456	500	446	775	1,221	...	...	...	511	1,719	2,230
44	456	500	446	775	1,221	...	...	...	511	1,719	2,230
486	482	968	961	849	1,810	...	...	...	1,938	1,832	3,770
...	...	...	...	...	...	...	...	...	...	...	
6	6	12	10	13	23	...	...	...	16	19	35
6	6	12	10	13	23	...	...	...	16	19	35
...	...	...	...	...	...	...	...	...	...	...	...
1	21	22	40	37	77	...	...	...	41	58	99
1	21	22	40	37	77	...	...	...	41	58	99
7	27	34	50	50	100	...	...	...	57	77	134
493	509	1,002	1,011	899	1,910	...	...	...	1,995	1,909	8,904

GENERAL TABLE NO. VI.—*Return showing the results of prescribed*

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students and teachers.	Total.
1	2	3	4	5	6	7	8	9	10
ARTS COLLEGES—									
1. Master of Arts	...	...	...	...	...	...	...	...	...
2. Bachelor of Arts	1	1	...	2	21	2	...	...	23
3. Bachelor of Science	...	...	...	...	...	...	...	...	...
4. First B.A.	...	...	...	...	...	...	...	...	...
4. First B.Sc.	...	...	...	...	...	...	...	...	...
4. First Arts and Intermediate examinations	1	1	...	2	82	18	...	12	112
4. Previous examinations	...	...	...	...	...	...	...	...	...
ORIENTAL COLLEGES—									
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit	...	...	...	...	...	...	...	...	...
3. Honours in Arabic	...	...	...	...	...	...	...	...	...
3. Honours in Persian	...	...	...	...	...	...	...	...	...
3. Honours in Urdu	...	...	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...
4. High Proficiency in Arabic	...	...	...	...	...	...	...	...	...
4. High Proficiency in Persian	...	...	...	...	...	...	...	...	...
4. High Proficiency in Urdu	...	...	...	...	...	...	...	...	...
5. Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...
5. Proficiency in Arabic	...	...	...	...	...	...	...	...	...
5. Proficiency in Persian	...	...	...	...	...	...	...	...	...
5. Proficiency in Urdu	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING—									
Law—									
1. Doctor of Law	...	...	...	...	...	...	...	...	...
2. Bachelor of Law	...	...	...	...	...	...	...	...	...
Medicine—									
1. M.D.	...	...	...	...	...	...	...	...	...
2. M.B.	...	...	...	...	...	...	...	...	...
3. L.M.S.	...	...	...	...	...	...	...	...	...
4. First M.B.	...	...	...	...	...	...	...	...	...
4. First L.M.S.	...	...	...	...	...	...	...	...	...
Engineering—									
1. M.C.E.	...	...	...	...	...	...	...	...	...
2. B.C.E.	...	...	...	...	...	...	...	...	...
3. L.C.E.	...	...	...	...	...	...	...	...	...
4. First L.C.E.	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...
Schools for General Education—									
1. Matriculation ... For Boys	5	7	...	12	43	77	...	18	138
1. Matriculation ... For Girls	...	...	...	...	...	...	...	...	...
2. High School Examination for Europeans. For Boys	1	2	...	3	4	12	...	4	20
2. High School Examination for Europeans. For Girls	...	6	...	6	...	24	...	...	24
3. Middle English Examination ... For Boys	34	74	...	108	2,302	4,489	...	21	6,812
3. Middle English Examination ... For Girls	...	25	...	25	..	593	...	...	593
4. Middle Vernacular Examination ... For Boys	31	636	...	667	313	4,653	...	962	5,928
4. Middle Vernacular Examination ... For Girls	4	52	...	56	11	295	...	...	306
5. Upper Primary Examination ... For Boys	76	3,306	...	3,382	2,961	31,979	...	22	34,962
5. Upper Primary Examination ... For Girls	4	355	...	359	50	3,297	...	...	3,347
6. Lower Primary Examination ... For Boys	79	5,124	...	5,203	2,616	1,19,056	...	...	1,21,672
6. Lower Primary Examination ... For Girls	4	581	...	585	197	15,002	...	...	15,199
7. Public Service Certificate Examination. ... English	...	...	...	...	...	...	...	...	...
7. Public Service Certificate Examination. ... Vernacular	...	...	...	...	...	...	...	...	...
8. Teachers' Examination for students outside Training Schools.	41	527	...	568	53	594	...	2	649
Schools for Special Education—									
1. Training School Examinations for Masters. Upper	8	4	...	12	57	20	...	...	77
1. Training School Examinations for Masters. Lower (a)	7	3	...	10	50	31	...	...	81
2. Training School Examinations for Mistresses. Upper	...	2	...	2	...	2	...	...	2
2. Training School Examinations for Mistresses. Lower (a)	...	5	...	5	...	40	...	...	40
3. School of Arts Examination	...	...	...	...	...	...	...	...	...
4. Vernacular Medical Examination	...	...	...	...	...	...	...	...	...
5. Examination in Engineering	1	...	...	1	45	...	...	...	45
6. Examination in Surveying	...	...	...	...	...	...	...	...	...
7 Industrial School Examination	...	...	...	...	...	...	...	...	...
8. Commercial School Examination	...	...	...	...	...	...	...	...	...
9. Agricultural School Examination	...	...	...	...	...	...	...	...	...
10. Sanskrit Title School Examination	...	...	...	...	...	...	...	...	...
11. Madrasa Central Examination	...	...	...	...	...	...	...	...	...
12. Other Schools' Examination	...	...	...	...	...	...	...	...	...
Anglo-Vernacular High School Final Examination. For Boys	8	7	...	15	27	31	...	6	64
Anglo-Vernacular High School Final Examination. For Girls	...	...	...	...	...	...	...	...	...

(a) As, according to paragraph 399, page 72 of the Burma Education Code, 6th Edition, only one examination was held for the figures shown under "Lower" include not only the figures of the

examinations in Burma during the official year 1910-11.

Number passed.					Race or creed of passed scholars.							
							Hindus.					
Institutions under Public management.	Aided institutions.	Other institutions.	Private students and teachers.	Total.	Europeans and Eurasians.	Native Christians.	Brahmans.	Non-Brahmans.	Mahomedans.	Buddhists.	Parsis.	Others.
11	12	13	14	15	16	17	18	19	20	21	22	23
...	...	...	...	...	...	...	...	...	...	...	..	...
11	2	...	...	13	4	1	1	1	...	6	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
49	5	...	2	56	12	5	...	1	2	36	...	...
...	...	...	...	...	...	...	...	..	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	..	...	...	...	...	...	..	...	...	...
...	...	...	...	...	...	...	...	...	...

GENERAL TABLE NO. VII.—*Return showing the distribution of Local Fund and*

Objects of Expenditure.			EXPENDITURE			
			In Institutions			
			Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1			2	3	4	5
	Arts Colleges.					
COLLEGIATE EDUCATION.	English	...	...	...	...	...
	Oriental	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.					
	Law	...	...	...	...	...
	Medicine	...	...	...	..	...
	Engineering	..	...	...	...	...
	Teaching ...	...	...	...	...	...
	Agriculture	...	...	...	...	...
		Total ...	...	...	...	...
	Secondary Schools.					
SCHOOL EDUCATION —GENERAL.	For boys... High Schools ...	...	...	...	...	...
	For boys... Middle Schools English ...	...	...	...	...	...
	For boys... Middle Schools Vernacular	...	7	678	678	678
	For girls... High Schools ...	...	...	...	...	...
	For girls... Middle Schools English ...	...	...	...	...	...
	For girls... Middle Schools Vernacular	...		...	...	...
		Total ...	7	678	678	678
	Primary Schools.					
	For boys	... ...	7	366	366	366
	For girls	... ...	...	...	...	...
		Total ...	7	366	366	366
	Schools for Special Instruction.					
SCHOOL EDUCATION —SPECIAL.	Training Schools for Masters ...	... ...	...	...	...	...
	Training Schools for Mistresses	... ...	...	...	...	...
	Schools of Art ...	... ...	...	...	...	...
	Law Schools ...	... ...	...	...	...	...
	Medical Schools ...	... ...	...	...	...	...
	Engineering and Surveying Schools	... ...	...	...	...	...
	Technical and Industrial Schools	... ...	...	...	...	...
	Commercial Schools	... ..	...	...	...	...
	Agricultural Schools	... ...	...	...	...	...
	Other Schools Professional Schools	... ...	...	...	...	...
	Other Schools Miscellaneous	... ...	...	...	...	...
		Total ...	...	...	...	...
Inspection.						
SCHOLARSHIPS HELD IN	Arts Colleges	... ...	...	...	...	...
	Medical Colleges	... ...	...	...	...	...
	Other Professional Colleges	... ...	...	...	...	...
	Secondary Schools ...	... ...	...	...	...	...
	Primary Schools ...	... ...	...	...	...	...
	Medical Schools ..	.. ..	...	...	...	...
	Technical and Industrial Schools	... ...	...	...	...	...
	Other Special Schools	... ...	...	...	...	...
Buildings	... ...	... ...	...	...	...	...
Furniture and apparatus (special grants only)		... ...	...	...	...	...
Miscellaneous	... ...	... ...	...	...	...	...
		Total ...	...	...	...	...
		GRAND TOTAL ...	14	1,044	1,044	1,044

Municipal Expenditure on Public Instruction in Burma for the official year 1910-11.

OF LOCAL FUND BOARDS ON PUBLIC INSTRUCTION.

MANAGED BY DISTRICT BOARDS.							IN INSTITUTIONS MANAGED BY			
Provincial revenues.	District funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other ou ces.	Total.	The Government.	Municipal Boards.	Private persons or associations.	Total District Fund expenditure on Public Instruction.
6	7	8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	3,391	3,391
...	...	...	...	...	...	...	...	...	3,711	3,711
...	11,604	...	1,466	...	...	13,070	...	...	91,870	1,03,474
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	5,929	5,929
...	11,604	...	1,466	...	...	13,070	...	...	1,04,901	1,16,505
...	3,699	...	291	...	...	3,990	...	...	2,42,051	2,45,750
...	...	...	...	...	...	...	...	...	23,611	23,611
...	3,699	...	291	...	...	3,990	...	...	2,65,662	2,69,361
...	...	...	...	...	...	...	...	...	...	...

GENERAL TABLE NO. VII.—*Return showing the distribution of Local Fund and Municipal*

Objects of Expenditure.			EXPENDITURE OF						
			IN INSTITUTIONS						
			Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	Municipal funds.	District funds.
1			17	18	19	20	21	22	23
	Arts Colleges.						Rs.	Rs.	Rs.
COLLEGIATE EDUCATION.	English		...	...	...	...	...	...	...
	Oriental		...	...	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.								
	Law		...	...	...	...	...	...	...
	Medicine		...	...	...	...	...	...	...
	Engineering		...	...	...	...	...	...	...
	Teaching		...	...	...	...	...	...	...
	Agriculture		...	...	...	...	...	...	...
	Total		...	...	...	...	...	...	...
	Secondary Schools.								
SCHOOL EDUCATION—GENERAL.	For boys...	High Schools	2	855	921	791	17,486	5,000	...
		Middle Schools English	5	688	733	636	12,951	5,285	...
		Middle Schools Vernacular	...	...	...	...	...	...	...
	For girls...	High Schools	...	...	...	...	...	...	...
		Middle School English	...	...	...	...	...	...	...
		Middle School Vernacular	...	...	...	...	...	...	...
	Total		7	1,543	1,654	1,427	30,437	10,285	...
	Primary Schools.								
	For boys		...	...	...	...	...	...	...
	For girls		...	...	...	...	...	...	...
	Total		...	...	...	...	...	...	...
	Schools for Special Instruction.								
SCHOOL EDUCATION—SPECIAL.	Training Schools for Masters		...	...	...	...	...	...	...
	Training Schools for Mistresses		...	...	...	...	...	...	...
	Schools of Art		...	...	...	...	...	...	...
	Law Schools		...	...	...	...	...	...	...
	Medical Schools		...	...	...	...	...	...	...
	Engineering and Surveying Schools		...	...	...	...	...	...	...
	Technical and Industrial Schools		...	...	...	...	...	...	...
	Commercial Schools		...	...	...	...	...	...	...
	Agricultural Schools		...	...	...	...	...	...	...
	Other Schools	Professional Schools	...	...	...	...	...	...	...
		Miscellaneous	...	...	...	...	...	...	...
	Total		...	...	...	...	...	...	...
Inspection.									
SCHOLARSHIPS HELD IN	Arts Colleges		...	...	...	...	...	...	...
	Medical Colleges		...	...	...	...	...	...	...
	Other Professional Colleges		...	...	...	...	...		...
	Secondary Schools		...	...	...	...	...	...	...
	Primary Schools		...	...	...	...	...	...	...
	Medical Schools		...	...	...	...	...	...	...
	Technical and Industrial Schools		...	...	...	...	...	...	...
	Other Special Schools		...	...	...	...	...	...	...
Buildings			...	...	...	...	...	7,966	...
Furniture and apparatus (special grants only)			...	...	...	...	...	...	...
Miscellaneous			...	...	...	...	...	...	...
	Total		...	...	...	...	...	7,966	...
	GRAND TOTAL		7	1,543	1,654	1,427	30,437	18,251	...

Expenditure on Public Instruction in Burma for the official year 1910-11—concluded.

MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.									
MANAGED BY MUNICIPAL BOARDS.				IN INSTITUTIONS MANAGED BY					
Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	District Boards.	Private persons or associations.	Total Municipal expenditure on Public Instruction.	Total expenditure of Local Fund and Municipal Boards on Public Instruction.	Remarks.
24	25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	..	..	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
..	...	...	...	...	...	..	...	...	
...	...	...	...	...	..		...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
29,838	...	...	52,324	...	...	74,768	79,768	83,159	
22,873	...	...	41,109	3,742	...	72,570	81,597	85,308	
...	...	...	...	...	..	47,796	47,796	1,51,270	
..	...	.	...	...	...	4,800	4,800	4,800	
...	...	...	...	...	...	15,700	15,700	15,700	
...	...	...	...	...	..	12,131	12,131	18,060	
52,711	...	...	93,433	3,742	...	2,27,765	2,41,792	3,58,297	
...	...	...	...	...	...	47,454	47,454	2,93,204	
...	...	...	...	...	...	10,763	10,763	34,374	
...	...	...	...	...	...	58,217	58,217	3,27,578	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	..	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	..	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	..	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	..	...	
...	...	...	...	...	...	...	1,313	1,313	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	..	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	..	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	7,966	...	...	25,139	33,105	46,285	
...	...	...	...	...	...	4,396	4,396	4,594	
...		...	...	...	...	...	8,975	17,217	
...	...	...	7,966	...	...	29,535	47,789	69,409	
52,711	...	...	1,01,399	3,742	...	3,15,517	3,47,798	7,55,284	

GENERAL TABLE NO. VIII.—*Return showing the Attendance and Expenditure in Hostels or Boarding-Houses for the official year* 1910-11.

Class of hostels or boarding-houses.	Number of		Number of boarders who are students of				Expenditure from				
	Hostels or boarding-houses.	Boarders.	Arts Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local and Municipal Funds.	Subscriptions and endowments.	Fees.	Total.
1	2	3	4	5	6	7	8	9	10	11	12
For Males.							Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government ...	11	824	120	411	188	105	4,601	...	...	82,232	86,833
Managed by Local or Municipal Boards	2	29	...	13	16	...	...	...	...	3,156	3,156
Aided by Government or by Local or Municipal Boards.	85	4,360	22	1,676	2,531	131	16,624	3,033	60,678	2,09,044	2,89,379
Unaided	31	792	...	325	467	...	...	...	24,514	316	24,830
Total ...	129	6,005	142	2,425	3,202	236	21,225	3,033	85,192	2,94,748	4,04,198

Class of hostels or boarding-houses.	Number of		Number of boarders who are students of				Expenditure from				
	Hostels or boarding-houses.	Boarders.	Arts Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local and Municipal Funds.	Subscriptions and endowments.	Fees.	Total.
1	2	3	4	5	6	7	8	9	10	11	12
For Females.							Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government ...	...	...	...	..	...	...	...	...	...	...	...
Managed by Local or Municipal Boards	...	...	...	...	...	...	...	..	...	...	...
Aided by Government or by Local or Municipal Boards.	63	2,455	1	778	1,594	82	12,204	4,605	42,237	1,39,342	1,98,388
Unaided	...	...	...	...	...	...	...	...	...	...	...
Total ...	63	2,455	1	778	1,594	82	12,204	4,605	42,237	1,39,342	1,98,388
GRAND TOTAL ...	192	8,460	143	3,203	4,796	318	33,429	7,638	1,27,429	4,34,090	6,02,586

G. B. C. P. O.—No. 58, D. P. I., 12(*a*), 14-11-1911—746—A. D. C.

REPORT

ON

PUBLIC INSTRUCTION IN BURMA

FOR THE YEAR 1912-13

RANGOON

OFFICE OF THE SUPERINTENDENT, GOVERNMENT PRINTING, BURMA

1913

133929

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REPORT

ON

PUBLIC INSTRUCTION IN BURMA

For the year 1912-13.

CHAPTER I.

PRELIMINARY.

Controlling Officer.

1. Mr. Covernton was in charge during the year, but took leave at the beginning of April.

Statistics. Statements I, III and V.

2. The total number of public institutions has increased from 6,536 to 6,662 and the attendance from 270,310 to 282,433. Collegiate and Secondary education has steadily prospered : schools at the Lower Primary stage shew a slight increase from 2,322 to 2,365 with 2,550 pupils more than last year, but schools at the Upper Primary stage have decreased from 2,994 to 2,956, the attendance however shewing an increase of 400 over last year's figure of 118,965. There is an increase of pupils in both boys' and girls' Upper Primary schools. It should be remembered that the figures for Secondary schools include pupils in the Primary Standards of these schools, and this makes it necessary to analyse the attendance to shew the actual numbers at the various stages of instruction. Read in this way the figures shew an increase of boys at every stage, and of girls at every stage except the Collegiate. The increase is most gratifying in the Middle school and High school stages, particularly the latter, where boys and girls have increased by twenty-five and twenty-two per cent. respectively. The increases in the Middle school are for boys ten and for girls fourteen per cent. The increase in the Upper Primary stage is from 35,771 to 36,246 in the case of boys, and from 8,300 to 8,503 in the case of girls. In the Lower Primary stage boys have increased from 141,379 to 146,206, while girls shew an advance of 4,001 over last year's total of 65,520. The percentage of increase in the case of girls at this stage is thus double that of boys, a remarkable result, and one that augurs well for the advancement of female education.

Private Institutions. Statements I and III.

3. Private institutions have increased from 16,675 with 174,945 pupils to 16,928 with 177,160 pupils. These figures should not however be taken as strictly accurate : they are certainly under the mark. It is impossible for Educational Officers at present to visit every village, as their time is fully occupied in attending to public schools and to such private schools as may lie within reasonable range of these. The figures indicate, however, unmistakeably that there is plenty of scope for educational effort when the staff of Subordinate Inspecting Officers can be sufficiently increased. The large majority of private schools are monastic, and the average attendance is under eleven, whereas the average attendance at Primary public schools is, as last year, about thirty-four. This means that a considerable increase in the inspecting staff will be necessary to enroll a reasonable percentage of private schools among public schools and even then the total attendance in public schools will not necessarily be largely increased.

Important educational events.

4. Increased efficiency is shewn at all stages of instruction. There has been only one important change in the curricula during the year—the introduction of English Readers in Standard III of Anglo-Vernacular schools. Special classes for elementary teachers were also instituted. This scheme is of far-reaching importance, and the more rapid its development, the sooner will it be possible to

staff Vernacular Primary schools with well trained teachers. Fortunately the scheme admits of expansion to any extent just as fast as funds are forthcoming. The most important feature of administration has been the allocation of the special grants made by the Government of India. The non-recurring grants have made possible expansion in all directions. School buildings and hostels have been erected, or are in course of erection, all over the Province, while the recurring grants have improved salaries and extended education in various ways, notably in the establishment of the elementary classes for teachers referred to above and of manual training centres in Vernacular schools. Other important events during the year were the introduction of rules regarding the sanitation of school buildings and the medical inspection of pupils, the establishment of a Government corps of Vernacular teachers of both sexes, the appointment of nine new Deputy Inspectors and four Sub-Inspectors, the appointment of an Inspector in the Indian Educational Service for Arakan, and the restoration of the former rate of results grants in Vernacular schools. The special grants which rendered it possible to introduce most of these changes will be referred to in the Chapter on Finance.

CHAPTER II.

CONTROLLING AGENCIES.

Controlling Agencies.

1. As the controlling agencies were enumerated and discussed at length in the Quinquennial Report for the years 1907-08 to 1911-12, it is only necessary to refer to the changes that have taken place.

Indian Educational Service.

2. The number of Indian Educational Service Officers was increased by the addition of a Professor of English for the Rangoon College and now stands at sixteen. A new Principal for the Government High and Normal School, Moulmein, was sanctioned during the year but has not yet joined. The post had been vacant since 1910. The Arakan Division, formerly combined with the Irrawaddy Division, was made a separate charge in November 1912 under Mr. Bulkeley. This appointment made no difference to the number of Indian Educational Service Officers as the Assistant Director of Public Instruction, formerly an Indian Educational Officer, was appointed from the Provincial Service. Additional assistance is urgently required for the inspecting staff as well as in the College. The Anglo-Vernacular Inspection work has increased so much that the Inspectors are unable to devote sufficient time to Vernacular schools, which it is essential that they should supervise more thoroughly if a proper standard of Vernacular education is to be maintained. The Mandalay Circle is undoubtedly too large for effective control by one officer and ought to be divided. The present system of dividing up the Anglo-Vernacular schools of Rangoon among five Inspectors is not satisfactory. It would be preferable to place them under one Inspector, giving him also the Anglo-Vernacular work of Moulmein, Bassein and other large towns easy of access from Rangoon. He would have no Vernacular work, and would thus be able to visit every school three or four times a year. The relief thus afforded to other Inspectors would enable them to supervise their Vernacular schools more satisfactorily. The additional staff would also make it possible to rely more on inspection and less on examination than has hitherto been possible. As regards the College, natural expansion requires additional professors in more than one department.

Taking over of Municipal Schools by Government.

3. The two large Municipal schools at Akyab and Bassein still remain to be taken over by Government. Definite proposals have already been made and money provided for the appointment of Principals in the Indian Educational Service. As the placing of the larger Anglo-Vernacular schools under Indian Educational Service Principals is part of the policy of the Government of India the approval of the change may be confidently anticipated.

Provincial Educational Service.

4. There was no change in the number of the Provincial Service which remains at eighteen.

Subordinate Educational Service.

5. In the Subordinate Inspecting staff, Deputy Inspectors of Schools have increased from fifty-eight to sixty-seven and Sub-Inspectors of Schools from sixteen to twenty. This provided for the division of Amherst, Thatôn, Toungoo, Tharrawaddy, Henzada, Lower Chindwin, Yamèthin, Meiktila, Arakan (2), Myingyan, Myaungmya and Ma-ubin B Districts. The addition, though welcome, is still insufficient, and annual additions will be required for some years if the proper supervision of schools under the maintenance grant is to be secured. The regrading of the Subordinate Inspection staff was under discussion and will shortly be carried out. The pay of the grades ought to be assimilated to that of the Subordinate Civil Service. The total Subordinate Educational Service has increased from 577 to 591.

The Educational Syndicate.

6. The Educational Syndicate has been consulted on all questions involving changes in policy and curricula, and the advice has been useful. It also conducts as part of its examination system, with the help of the Officers of the Education Department, the theoretical examinations for Teachers' Certificates.

CHAPTER III.

COLLEGIATE EDUCATION.

General remarks. Statement III.

1. This branch of education continues to attract an increasing number of students yearly. The numbers at the close of the year were 344, of whom 301 attended the Government College. It is interesting to note in anticipation of next year's Report, that the number on the rolls at the beginning of the year 1913-14 is over 490, a most encouraging figure, and one which augurs well for the popularity of the Burma University which now appears to be within reasonable distance of establishment. A scheme for the constitution of the University has been submitted to Government, and the Government of India has already sanctioned a non-recurring grant of eight lakhs and an annual recurring one of Rs. 50,000. Sir Harvey Adamson has announced that the site now occupied by the Lunatic Asylum, which is to be removed as soon as possible, has been selected as suitable for the University.

Rangoon College. Statement VI.

2. Eighty-two students (seventy-nine men and three women) were studying in the B.A. classes at the opening of the session, and at the close of the year seventy-seven (seventy-four men and three women). Last year the number was sixty-two, of whom seven were women. The subjects taken were English, Burmese, Pâli, Mathematics, Philosophy and Chemistry. Of these students forty appeared for the B.A. examination, and twenty-five passed, seven with second class honours in English. Chemistry and Pâli are the most popular subjects, Mathematics following a long way behind: for the first time candidates took the degree papers in Philosophy.

I. A. and I.Sc. classes. Statement VI.

3. In the I.A. and I.Sc. classes at the end of the year there were 224 students, of whom 219 were men. There were 221 in 1911-12. Candidates for the I.A. examination were 101 in number. One hundred and one were sent up for the I.A. and for the I.Sc. nine. Of the I.A. candidates eleven passed in the first division, forty-five in the second, and ten in the third. Of the I.Sc. candidates four passed in the first division and three in the second. This was the first time that any students had taken this examination.

Number taking Mathematics and Logic.

4. One very striking feature is the number taking Mathematics. In the Senior I.A. class of 1912-13 seventy-nine out of ninety-eight took Mathematics, but in the Junior I.A. class of the same year only thirty-seven out of 101 took that subject, while the Logic class has grown from twenty-eight to seventy. This is largely due to the difficulty of the Mathematics course.

Baptist College. Statements III and VI.

5. This College closed the year with forty-three students as compared with forty-one last year. Of these twelve were presented for the I.A. in 1913 and nine passed; five were presented for the B.A. and three passed. These figures are the best results yet achieved.

Hostels. 6. The accommodation in the main College hostel has been insufficient and a large house in Pagoda Road capable of housing sixty students was rented. This was also full. There is accommodation in both buildings for 144 students. Anticipating next year's Report, one may note that two additional houses have had to be rented since the beginning of the new session of 1913. This is not very convenient as all the students dine in the College; but circumstances do not permit of any other arrangement. The Baptist College hostel affords ample accommodation for its students. The conduct of the students in both Colleges has been distinctly good throughout the year.

Athletics. 7. Athletics have been carried on vigorously and with success. The Rangoon College first team reached an excellent standard in football, and qualified itself for consideration as a Senior League team. It has since the close of the year been definitely included in the list of the teams of the Senior League, and has amply justified its selection. A class competition in football was vigorously prosecuted during the season.

Next to football, Lawn Tennis is the most popular game. Cricket and hockey are also played. The students entered for the athletic sports conducted by the Burma Athletic Association and distinguished themselves.

The Gymnasium is not so much used as it might be, but this is largely due to the preference for outdoor sports.

Relations with Calcutta University. 8. During the year the Baptist College was affiliated to Calcutta University in Mathematics up to the I.A. standard and has been granted affiliation in Pâli and Honours Philosophy up to the B.A., and the final students for these examinations will appear in 1914. It may be noted that the Rangoon College has been affiliated up to the B.Sc. standard. The first students for this examination will appear in 1915.

Visit of the Inspector of Colleges. 9. The official Inspector of Colleges of Calcutta University accompanied by Dr. Sarvadhikary and Mr. Das Gupta paid a visit of inspection and their report is highly complimentary to the progress of the College.

Buildings. 10. By the end of the year, a new Chemical Laboratory for the Rangoon College was practically finished and equipped. The foundations of a new Physical Laboratory have been dug, but building has been delayed as the plans were detained by the Calcutta University. Additional accommodation for class rooms is required, but in view of the proposal to establish a University, it would be unwise to embark on any scheme of extension on the present site.

Governing Body of the Rangoon College. 11. The Governing Body of the Rangoon College has met regularly during the year and has satisfactorily managed the affairs of the College.

Staff. 12. There have been few changes during the year. Mr. Storrs resigned and his place was taken by Mr. Luce. An additional English Lecturer was sanctioned and Mr. Babington arrived to fill the vacancy. In order to meet the needs of English, which are becoming very pressing with the increased number of students, the Governing Body are now proposing additional Lecturers in English, Philosophy, Physics and Mathematics.

Law Classes. Statement III. 13. The Law classes had eight students of whom six were Burmans, all working for the second grade pleaders' examinations. None have begun the B.L. course. The changes in the B.A. curriculum have practically killed the study for the law degree. It cannot be said that these classes are flourishing.

Medical Schools. 14. The Principal of the Medical College, Calcutta, reports that there were seven men and three women studying at the College during the year. Three third year students appeared for the First M.B. examination and two passed. Three first year students appeared for the Preliminary Scientific M.B. examination and all failed. One very promising student unfortunately died during the year. Of the women one passed out with a final certificate, one was promoted to the third year class, one in the third year class attempted the First M.B. examination but failed. The system of sending men to Calcutta for Medical training is, in view of the absence of a proper hostel, objectionable. Students have to find lodgings for themselves, and they do not always find them in desirable places. Unless a man

is steady and studiously inclined he finds every inducement to become idle, and, judging from the results reported, more than one actually becomes so. The College authorities do not inform us of the progress of students except at the end of the year. In fact one student left the College in June 1912, and the only information of the fact reached Burma in the Annual Report of March 1913. It is proposed to ask the College authorities to report progress at least twice a year.

In Madras at the Royapuram Medical School thirty-two Burma students are in residence, of whom two are Anglo-Indians, twenty-three are Hindus, one Mahomedan and six non-Christians. There are no Burmans. Of these seventeen passed the annual examination.

The Government Medical School, Rangoon, is reported on separately by the Medical Department.

Patamabyan Examination.

15. This examination continues to grow in popularity. In 1911-12 there were 776 candidates and 265 passed. In 1912-13 there were 1,269 candidates and 328 passed. Of the candidates twenty-four were nuns and two lay women, six being in the *Patamagyi* stage, and twenty-six were laymen, none higher than the *Patamalat* stage. The Senior Pâli scholar of the year was U Kawthanla. The examinations were held at six different centres. The arrangements for feeding the monks attending the examination were in the hands of Local Committees, and thanks are due to them for the satisfactory way in which they discharged this duty.

CHAPTER IV.

SECONDARY EDUCATION.

General remarks.

1. This chapter includes secondary education of European, Anglo-Vernacular and Vernacular Schools for boys. The statistics of European Schools are dealt with in greater detail in Chapter IX and of girls' schools in Chapter VIII.

Statistics. Statements I, III, V and VA.

2. The total number of Secondary Schools of all classes is 925 as compared with 869 in 1911-12 and pupils have increased from 77,115 to 84,117. Anglo-Vernacular Schools have increased from 104 to 110 and pupils from 20,722 to 22,652, Vernacular Schools from 756 to 804 and pupils from 54,795 to 59,648. All these schools contain primary and middle departments and some of them high departments. The pupils, therefore, include all stages of instruction. An analysis of the figures according to stages of instruction shews an increase at every stage —European, Anglo-Vernacular and Vernacular. A comparison of the percentage at each stage will be instructive :—

	(European.)	(Anglo-Vernacular.)	(Vernacular.)
High	6	5	·05
Middle	·27	35·4	10·9
Upper Primary	30·4	38·2	21·1
Lower Primary	36·6	21·4	67·9

Stages of instruction.

3. The small percentage of pupils in the high department is noticeable, but even here there is an upward tendency. The small number attending Anglo-Vernacular Schools in the lower primary classes is due to the fact that pupils still frequent vernacular schools at this stage and join the Anglo-Vernacular School in Standard III. Burmese parents are shortsighted enough to think that Anglo-Vernacular education only begins when English Readers are used. As their use begins in Standard III children are sent to the Vernacular School for Standards I and II because it is cheaper, regardless of the fact that the training there is inferior to that of Standards I and II of the Anglo-Vernacular School.

The vernacular figures in the above table shew that nearly 90 per cent. of the total are in the primary stage.

Grades of Anglo-Vernacular Secondary Schools. Statement III.

4. Of the total number of secondary schools (Anglo-Vernacular) twenty-three are high schools as compared with twenty-one last year, and eighty-seven are middle schools as compared with eighty-three last year. Of the high schools ten are Government Schools, two Municipal and eleven aided, an increase of one Government and one aided school. Of the middle schools eighteen are Government, five Municipal, one District Cess and sixty-three aided, an increase of one District Cess School, and three aided schools. It is likely that Municipal Schools

will be entirely replaced by Government Schools in a very short time, the grants towards education by the Government of India enabling this to be done.

Grades of Vernacular Secondary Schools. Statements III and V.

5. Among Vernacular Schools ten are high schools, an increase of one on last year's number and 794 are middle, an increase of forty-seven. Only one high school (Prome) is directly under Government, the other nine being aided schools (six monastic). Of the middle schools twenty-five are Government, thirteen District Cess and 756 aided schools, an increase of one Government, five District Cess and forty-one aided schools. The number of vernacular pupils in the high school stage is thirty-three, an increase of five. This is small, but it serves to show that there is some demand for higher education on the vernacular side, and that the vernacular high school need not disappear.

Anglo-Vernacular Curriculum.

6. There has been only one important change in the Anglo-Vernacular curriculum during the year. At the beginning of the year English was permitted to be taught from books in the Third Standard. This has not yet had much effect in increasing the numbers in the upper primary department, but in a year or two it will have this result. The revision of the high school curriculum so as to spread it more evenly over the three years of the high school course, was not taken up during the year, but will be discussed by a conference of managers during 1913-14.

System of Examination.

7. The system of examination detailed on pages 9 and 10 of the Quinquennial Report for the years 1907-08 to 1911-12 remains unchanged.

High School Final.

8. The High School Final Examination was referred to at some length in the Report of last year. During the year the Calcutta University recognized this examination as equivalent to the Matriculation Examination if candidates passed in the compulsory subjects and in two optionals, one of which was either Mathematics or a Classical language. This concession has increased the numbers taking the High School Final, but it has had the effect to a very great extent of restricting the optional subjects taken in the High School Final to those which count for admission to the University, namely Mathematics and Pâli. The course thus promises to become one suited entirely to those aiming at a University career: in fact, to become a University Entrance and not a School Final Examination at all. Many students to make sure of one certificate take both examinations, because there is a general impression that if they fail in the High School Final, they are pretty sure to pass the Matriculation which is considered an easier examination. The last results undoubtedly seem to confirm this. The strain of taking two examinations each lasting a week, one after the other, cannot but be harmful, and in several cases has led to a breakdown.

High School Final and Matriculation Examinations. Statement VI.

9. The number of candidates for the High School Final and the Matriculation Examination for the last two years are shewn in the accompanying table:—

	1911-12.		1912-13.	
	Presented.	Passed.	Presented.	Passed.
High School Final ...	104	47	169	94
Matriculation ...	164	134 (2 girls)	275	225 (8 girls)

Eighteen schools sent up candidates for the High School Final, two more than last year. Successful candidates of the High School Final are not arranged in order of merit, nor are they divided into classes. In the Matriculation there are three classes, but the standard required for the first division seems to be too low as the majority of candidates are placed there.

Vernacular Secondary Curriculum.

10. No changes have taken place in the Vernacular Secondary Curriculum.

Passes.

11. Passes in the High School Final and Matriculation Examinations are mentioned above.

For the Vernacular High School Examination sixty appeared from ten schools and twenty-nine were successful. Last year the figures were fifty-seven pupils from two schools and twenty-six passes.

In the European Seventh Standard Examination 107 were presented and fifty-six passed. In 1911-12 the figures were eighty-seven and thirty-three. In the Anglo-Vernacular Seventh Standard 1,794 were presented and 934 passed. In 1911-12 the figures were 1,647 and 785.

For the Vernacular Seventh Standard 1,659 appeared and 302 were successful. This result was less satisfactory than that of 1911-12 when 1,381 were presented and 310 passed. The large percentage of failures at this examination is due to the fact that the majority of the candidates are private students, very many of whom come up unprepared in the hope that somehow, by a stroke of luck, they may scrape through the examination.

12. During the year new Secondary School buildings have been erected at Toungoo, Thatôn, Letpadan, Kyaiklat, Yamèthin and Bhamo. **School Buildings.**

13. In Rangoon there are seven Anglo-Vernacular High Schools and eighteen Middle Schools. Prome and Pegu Districts have each a Government High School, and Tharrawaddy an aided High School. Thus Pegu Division has a high school in every district except Insein and Hanthawaddy. In Tenasserim, Moulmein has two high schools (one Government). Mergui and Tavoy have each a Government High School. Toungoo and Thatôn Districts have no high schools. In the Irrawaddy Division, Bassein has two high schools, one Municipal and one aided; Ma-ubin a Government High School. **Distribution of Schools.**

Mandalay Circle, Mandalay Town, has three high schools, all aided, and there is another at Sagaing. The demand is not yet sufficiently great for high schools to be established elsewhere. In the Meiktila Circle, Minbu has a Government High School and a beginning has been made at Pakôkku with an Eighth Standard. As in Mandalay, the demand is not sufficiently great elsewhere. As regards Anglo-Vernacular Middle Schools there is a good middle school at every district headquarters where there is not a high school, and also in many smaller centres especially in Lower Burma.

Mr. Houghton's scheme, referred to on page 12 of last year's Report, has not yet been brought into operation.

Vernacular High Schools are distributed as follows: In the Pegu Circle four; in Tenasserim three; in Irrawaddy three. There are no Vernacular High Schools in the Mandalay, Meiktila and Arakan Circles.

Government Vernacular Schools are twenty-five in number and District Cess Vernacular Schools are thirteen.*

CHAPTER V.

PRIMARY EDUCATION.

1. As in Chapter IV the results here include European, Anglo-Vernacular and Vernacular Schools for boys, unless where it is otherwise stated. The European Schools are dealt with in detail in Chapter IX and girls' education in Chapter VIII. **General remarks.**

2. The number of primary schools for boys has decreased from 4,764 to 4,733, but the total attendance on these (boys and girls) was 162,637 as compared with 161,236 in the previous year. Of these 43,756 were girls. There are in addition 7,996 boys in girls' schools. The total number of boys in primary schools is therefore 126,877 as compared with 125,552 in 1911-12. Of these 80,978 are in the Upper Primary schools. The Irrawaddy and the Mandalay Circles alone show an advance, the former increasing by sixty-three and the latter by three schools. In Irrawaddy the increase is greatest in Ma-ubin, mainly owing to the keen personal interest of the Deputy Commissioner, Captain Roberts. The losses range from one in Arakan (due mainly to Mahomedan Schools) and eleven in Pegu to twenty-six in Meiktila and thirty-six in Tenasserim. Anglo-Vernacular schools account for a decrease of one, the other thirty are on the Vernacular side. The loss is doubtless due to the reduction in results grants, for although the old rate was restored during the year, the effect has not yet been fully felt. The **Statistics. Statements I and III.**

* Buthidaung, Maungdaw, Rathèdaung, Pônnagyun, Kyauktaw, Myohaung, Minbya and Pauktaw, Mudôn, Kyaukkyi and Tantabin (Tabyi), Maungdaw and Fadaing (the last two are Mahomedan Schools).

decline has been steady for the last four years, so that primary schools are now 430 fewer than they were in 1909-10. If next year's figures show an increase it may be considered that the tide has turned.

Boys in the Primary Stage. Statement V.

3. The total number of boys in the primary stage of instruction in all classes of schools was 182,452 as compared with 177,150 in 1911-12, that is 19·7 per cent. of the male population of school-going age. Last year the figure was 19·1. The Chin Hills being excluded where 1·9 per cent. attend school and the Shan States where 2·7 do, Meiktila has the lowest percentage 13·9 and Irrawaddy the highest 29·4. Even Arakan 14·3 stands higher than Meiktila. All the Upper Burma Divisions are below 16 per cent. whereas Tenasserim is the lowest of the Lower province (except Arakan) with 26·7.

Passes.

4. Passes in the primary stages are reported in all circles to be satisfactory.

Management. Statement III.

5. Government maintains as last year seven Upper Primary Schools for boys and District Cess Funds four Upper Primary and one Lower Primary as compared with six Upper Primary in 1911-12. The attendance on these is practically stationary. Aided schools have decreased by thirty but pupils have increased by 1,400. These schools are nearly all under indigenous management, either lay schools or monasteries. The total number of Monastic Schools is 2,352 with an attendance of 73,123. The question of improving monastic education was referred to in the Quinquennial Report for the years 1907-08 to 1911-12. It has been decided to place six selected Deputy Inspectors of Schools on special duty during next year to make enquiries as to what changes in the curriculum may be desired by monks themselves to induce more to follow the Government curriculum. The outcome of this enquiry should make it possible to assign to the monastery its true place in education. If anything can be done to encourage the monks to take a greater interest in secular education, which they might easily take without interfering with their religious duties, Burma will possess a system of vernacular education such as exists nowhere else in the East. The influence of the monastery will be strengthened instead of weakened by its participation in a useful system of education, and there is probably little foundation for the fear of the pious layman that the monk will become secularized. As a matter of fact, it seems to be the general opinion that the monks' influence is not as great as it was, or as it might be. If this is so, the order might well find in the close relationship of teacher and pupil something worth having. The reputation of a monastery which gives a good education extends far beyond the village fence, and attracts boys from distant villages. Parents have confidence in the influence of the monastery, and if they had also an assurance of its ability and willingness to give a sound elementary education such as would help the boy to make his way in the world, the *kyaung* would become a quickening power such as it has never been before. The nation has in its monasteries the ideal combination of a secular education in a religious atmosphere, and it would be a thousand pities if it should fail because of the apathy of the monks themselves.

The Anglo-Vernacular Curriculum.

6. On the urgent representation of Superintendents, schools were allowed to begin the use of English readers in Standard III instead of in Standard IV, while English conversation is taught in Standards I and II. Some doubt has been expressed as to the success of oral teaching in English, but, where the teacher is keen, the results have justified the experiment. Standard III, which has been somewhat depleted lately, will now probably increase considerably in numbers.

Vernacular Curriculum.

7. There have been no changes in the vernacular curriculum. The 'B' Schools which it was hoped would include a large number of monastic schools either unable or unwilling to follow the ordinary curriculum of the 'A' Class schools, now number 483, of which 311 are monastic. In 1911-12 they numbered 576 of which 362 were monasteries.

Certificated Teachers.

8. There is a steady increase in the number of certificated teachers in primary schools and, with the extension of the special elementary classes, the number of teachers capable of doing primary work satisfactorily will rise rapidly. Of the twenty-four pupils trained in 1912-13, seventeen were placed in schools immediately. So far salaries of Rs. 15—20 were provided for all. As this unduly limits the

output because each school can train more than twelve students, the number admitted to each school has been increased. Salaries will be awarded to the first twelve on the list in each school at the final examination, the others being brought on the salary list as vacancies occur. During the year under report there were classes at the Government Normal Schools, Mandalay and Moulmein. In addition next year will see classes at Kemmendine, Toungoo, Katha, Mandalay (Convent) and Moulmein (Morton Lane Girls' School). The output ought to be eighty-four, a very considerable addition to the ranks of trained elementary teachers.

Maintenance Grant.

9. The maintenance grant was introduced into selected vernacular schools during the year, but the actual results of the experiment will only be seen next year.

Inspection.

10. The supervision of vernacular education is falling more and more into the hands of Assistant Inspectors and Deputy Inspectors. The Inspector has so much to do in connection with Anglo-Vernacular Schools that, as a rule, he cannot see all his circle oftener than once in three years. This is most undesirable. The stimulus of an annual visit from the Inspector is very great, and, if he takes part in the final examination of some schools in each district, as he ought to do, he does much to keep up the standard of work which many Deputy Inspectors of Schools are not careful to maintain. This is not possible now, and proposals will be submitted for increasing the staff of Inspectors.

The charge of each Deputy Inspector of Schools is still too large, although additional Deputy Inspectors of Schools continue to be appointed. The general introduction of the system of maintenance grants will mean doubling the lower inspecting staff.

Vernacular School Buildings and Equipment.

11. The Vernacular Model Schools and Schools under the Cess Funds have substantial buildings. The ordinary aided school is usually in the Manager's house, an arrangement that is not unsuitable, except that it generally means overcrowding. Building advances, however, are made in order to permit of extension wherever the school seems to be permanent. The monastic schools are generally commodious.

Equipment is improving both in quantity and quality.

Hygiene.

12. This subject is generally taught in primary schools by means of object lessons. Special illustrated cards have been issued to schools dealing with the causes and prevention of malarial fever. Hygiene is also an optional subject in Vernacular, Anglo-Vernacular and European Schools. The text-book used: "The Way to Health" is done into Burmese and is widely used. The weak point, however, is the inability of many managers to make a proper use of the books, etc., provided. The Sanitary Commissioner does not think that text-books and pamphlets do much good. To secure a better appreciation of the subject it is intended to have annual courses in all Normal schools, delivered by competent medical men and to hold at various centres courses during vacation for vernacular managers.

Revision of Vernacular Readers.

13. The Committee concluded its labours during the year, but the issue of the books was delayed. They will all be published during the year 1913-14.

CHAPTER VI.

TRAINING SCHOOLS.

Statistics. Statements I and III.

1. Normal Schools remain as before twelve, eight for men and four for women. Four, two for men and two for women, are for Vernacular students only, one for men, is entirely Anglo-Vernacular, while the others have both departments. Two schools, the Baptist College Normal School and the Government Normal School, Rangoon, teach for Anglo-Vernacular High School certificates, and one, the Government Normal School, Moulmein, for Vernacular certificates of the same grade.

Number of Normal Students. Statements I and III.

2. The total number of Normal students is 494 compared with 456 during 1911-12. The increase is entirely among men (from 287 to 337); women have decreased in numbers from 169 to 157. The increase among men is due to the opening of elementary training classes at Mandalay and Moulmein under the rules sanctioned during the year under report. The decrease among women is due to the fact that girls now desire to complete a High School education before joining the Normal School, instead of joining, as formerly, after passing the seventh standard.

Anglo-Vernacular Students. Statement III A.

3. The number of Anglo-Vernacular students was 217 (127 men and 90 women) compared with 135 men and 116 women in 1911-12. Of these three men and thirty-one women were Anglo-Indians. So far the training for European and Anglo-Indian students has been the same as for Burmese students, and, where both races are in the same class, there is undoubtedly a difficulty on account of the inferior knowledge of English on the part of the Burman students. This has not been much felt in the Government Normal School, Rangoon, where all the Anglo-Indians are in the High School certificate class, and only a few of the best Burmans attempt that work; but in schools like St. Mary's, Kemmendine, where both races are found in the same classes doing the work of the Middle School certificate, the progress of the Anglo-Indian student is retarded. The proposal of the Simla Conference to establish a Training College at Bangalore for Europeans may induce students to go from Burma. As, however, up to the present, practically all Anglo-Indian students in Burma have been women, no relief will be afforded by establishing a men's college.

Results of Anglo-Vernacular Examinations.

4. The results of the Anglo-Vernacular literary examinations were on the whole creditable. Eight girl students from the Government Normal School, Rangoon, appeared for the I. A. examination of Calcutta University and six passed, two in the first division and three in the second. The final examinations for the Middle and Primary certificates were not so good, and the results indicate that for Middle School certificates the qualification for admission should be raised. A Sub-Committee of the Educational Syndicate met and considered amended regulations for Normal Schools. Their proposals were considered and, with slight changes, to which the Syndicate agreed, were approved, and will be submitted to the Local Government.

The number of passes in the theoretical examinations held by the Educational Syndicate were very satisfactory in the High School certificate, and good in the Middle and Primary stages.

Vernacular Students.

5. The number of Vernacular students was 277, of whom 210 were men and 67 women. The figures for last year were 152 men and 60 women. These include 27 men and four women in the special elementary classes.

The number of passes in both the literary and theoretical examinations was satisfactory.

The Sub-Committee above referred to considered also the amendment of the regulations for Vernacular Normal Schools, and their recommendations will be submitted to the Local Government for approval.

Special Elementary Classes.

6. The special elementary classes at Mandalay and Moulmein were established with a view to obtaining more rapidly than is possible under the rules for Primary School certificate, a supply of teachers capable of doing the work of assistant teachers in the primary standards of village schools, especially in monasteries, and of actually opening their own schools. It was felt that there was room for a less highly-trained class of teachers of this kind whose training extended over one year only. It would thus be possible to improve the present schools under uncertificated men, and to accelerate the establishment of new schools under a better type of master. When the system is extended as is proposed, the opening of new schools and the improvement of existing schools should proceed rapidly. The system is briefly as follows:—Vernacular students are admitted who have passed the fourth or any higher standard for one year's training. They are thoroughly instructed in the work of the primary school and in practical teaching. The lectures on theory are reduced to a minimum. At the final examination in

literary work students are required to obtain a fairly high percentage of marks, and are required to teach creditably any subject of the primary school curriculum. There is no written examination in theory. The numbers this year were thirty-one and of these twenty were granted certificates.

Normal School Buildings.

7. The Government Normal School, Mandalay, has been for some time overcrowded, and is yearly becoming worse. Extension here is urgently needed. The Government Normal School, Rangoon, is temporarily housed, and the building is on the whole satisfactory. A hostel has been completed for the Government Normal School, Toungoo. A complete Normal School, Practising School, and hostel was begun in Akyab where the schools have been in temporary quarters since they were established. A Vernacular Practising School was erected for the Moulmein Normal School. Most of the Aided Normal Schools are well housed.

CHAPTER VII.

TECHNICAL INSTRUCTION.

Subjects included under Technical Instruction.

1. This chapter includes technical and industrial instruction properly so called, but it is convenient to group here such subjects of the common school curriculum as music, drawing and manual training which are regarded as extra, and for which special grants are paid under that chapter of the Code relating to technical grants.

Number of Institutions.

Statement III.

2. The number of technical institutions is six, the same as last year, with, however, 421 pupils, an increase of thirty-three. Two schools are under Government, the Engineering School and the School for Apprentices of the Railway Workshops at Insein, and together they show a small increase although the former has decreased from thirty-five to thirty-three. Three are industrial schools under private management, the Convent, Prome Road (Dress-making and Cooking), St. Mary's School, Rangoon (Lace-making), and Bghai Karen School, Toungoo (Printing, Book-binding, Carpentry, Weaving). The Reformatory School, Insein, is the other school which gives a training in certain trades and is the only one in which one sees with regret an increase in numbers.

The Engineering School.

3. The Engineering School which up to date has not succeeded to any great extent in attracting Burmans, was during the year placed under a new Headmaster, Mr. A. P. Morris, lent by the Public Works Department. He has shewn great interest in the school and has submitted an interesting report with many suggestions for the improvement of the school. These will be discussed with the Public Works Department, and effect will be given to as many as possible. Several causes for the unpopularity of the school were given in last year's Report, and all of them were operative during the year under report, but it is hoped that some will have been removed before the next report is written. During the year students numbered thirty-three, two less than last year, and the results of the work were generally satisfactory, especially in the final years of both Upper and Lower Subordinates where all passed. Six students have this year taken up mechanical engineering. During the long vacation from January till the end of May they were drafted into various workshops to gain experience, one into the Burmah Oil Company, three into the Rangoon Tramways and two into the Mandalay Tramways. In the middle of June they return to the School and remain there till December. This branch of training has the defect in the eyes of the Burman youth of not leading to Government service.

The physical training of the students has received attention and will be carried out systematically in future. Its importance has been emphasized by the award of marks which will be taken in account in determining the place of candidates in the final examination.

The cost of the school was Rs. 43,746, a large sum for the training of thirty-three students, but it is hoped to bring in to the school many more. During

the school vacation Mr. Morris made a tour to the larger towns to explain personally to the schools the advantages of a study of engineering, and he came to the conclusion that undoubtedly the school was not well enough known. To remedy this a Burmese prospectus of the school has been prepared and distributed, and his visits have already produced some result in the way of additional students.

The headmaster suggests that the training of Sanitary Inspectors might easily form part of the school since much of their work is closely related to engineering subjects. Considering the importance of sanitation one may say that the suggestion is well worth carrying out if a suitable course can be arranged.

Recommendations of Technical Conference.

4. The recommendations of the Technical Conference referred to in last year's Report have produced no results except in the extension of hand and eye training in Vernacular schools. Under this scheme nine teachers were trained during the year in the Government Normal School, Moulmein, and now eleven teachers are at work in various vernacular schools throughout the province. In these schools basket-work and wood-work are taught. The carpentry class at Thônzè still goes on with five pupils, but it is too soon yet to say whether it is likely to be a success. The technical school at Akyab has got as far as a building, but as yet no teaching is done. A tinsmith's course in a lay school at Gyobingauk flourishes and is popular. In all Government and aided Normal Schools Slöjd work is well taught, as it is also in St. John's High School, Rangoon. Twenty-five schools and 1,190 pupils took this subject as compared with twenty-three schools and 1,214 pupils last year.

Technical Department attached to the Government Vernacular School at Falam.

5. There is a small technical department teaching masonry, carpentry and gardening attached to the Government Vernacular School at Falam in the Chin Hills. The expense of the school is considerable. The curriculum is much more suited to the Chins than the ordinary one, but literary work is not neglected as Burmese arithmetic and geography are also taught. A similar technical curriculum might very well be adopted in schools for other backward races, *e.g.*, the Kachins.

European Apprentices.

6. The School for European Apprentices in connection with the Railway Workshops at Insein teaches machine construction.

Fifty-three European apprentices are in receipt of stipends in the workshops of different firms. This is an increase of fifteen over last year's figure.

Drawing.

7. The number of schools and pupils taking drawing has increased from 631 and 27,274 to 799 and 37,901 respectively. Of the total no fewer than 708 are vernacular schools, an increase of 158 over last year. The passes are roughly fifty per cent. of these figures, but it is encouraging to find so many schools willing to make a beginning in teaching this important subject. In the teachers' drawing certificate there were 125 passes in different subjects as compared with 61 in 1911-12.

Music, etc.

8. Music was taken by twenty-eight schools, three more than last year, but passes decreased from 2,646 to 2,378, a result due almost entirely to the European schools.

Lace-making has made considerable progress. Candidates numbered 229 with 122 passes as compared with fifty-five and fifty-four respectively in 1911-12.

Weaving is entirely confined to the Mandalay Circle, except for the Karen School at Toungoo. It shows progress.

Dress-making, cooking and cutting-out were well done by all the pupils in the Prome Road Convent, Rangoon, but the number in attendance has fallen from seventy-two to fifty-four. Printing, book-binding, carpentry and weaving are still carried on successfully in Toungoo.

Reformatory School, Insein.

Statement III.

9. The number of juveniles rose from 82 at the beginning of 1912-13 to 94 at the end of the year. Steady progress in work is reported. The general conduct of the boys has improved and the health of the school was good. Better buildings and a larger play-ground are urgently needed. The transfer of the Reformatory to Thazi which has been under discussion for four years, has not been accomplished yet. The difficulty of the water supply has not yet been got over, and until it is, the transfer is impossible. The industries in which the boys were trained during the year were carpentry, cobbling, tin work, cane work and agriculture.

CHAPTER VIII.

FEMALE EDUCATION.

Statistics. Statements I and III.

1. The normal rate of increase has been more than maintained in the number of girls attending public institutions. During the last quinquennium ending in 1911-12 the average increase annually was 3,449; during the year under report the increase was 4,416 the total attendance now being 80,325. The total number of girls in private schools is 3,459, 48 less than in 1911-12. The total attending public and private institutions represents 9·42 per cent. of girls of school-going age as against 8·93 last year.

General remarks. Statement V.

2. The number attending college has decreased from twenty-two to eight due to the fact that girls attending the Government Normal School no longer attend college for their I.A. work, this being done in the Normal School. As there are 16 girls at this stage in the Normal School the college attendance including them would have been twenty-four. In the high stages of instruction the number has risen from 121 to 148, an increase of 22·3 per cent., in the Middle from 1,448 to 1,654 (an increase of 14·2 per cent.), in the Upper Primary from 8,300 to 8,503 (2·4 per cent.) and in the Lower Primary from 65,520 to 69,521 (6·1 per cent.). There are no girls in the vernacular high stages so that the increase of 22·3 per cent. is entirely on the side of the English-speaking schools. Of the total 148 at this stage 108 are in European and forty in Anglo-Vernacular schools. There is thus great room for an increase in the number of Burmese and Karen girls attending on the High School stage. There are undoubted signs, however, that this increase has already begun, and that a larger number of girls are no longer content with anything less than a High School certificate. Of 1,654 at the Middle stage 480 are in European schools, 576 in Anglo-Vernacular and 598 in Vernacular. In the Primary stages the vernacular side has the large majority of pupils. It is satisfactory to find that 5 per cent. of the girls attending European schools are in the high stages of instruction, and 23 per cent. in the middle stage. These percentages are practically the same as last year, but the actual numbers show satisfactory increases. There is a similar gratifying increase in the primary stage.

Passes, High School. Statement VI.

3. The number of presentations and passes in the European High School Final examination was 29 and 19 respectively as compared with 26 and 14 in 1911-12. In the Matriculation examination eight were presented and all passed and in the Anglo-Vernacular High School Final one was presented and passed.

Middle School.

In the Middle School examination (European) 99 were presented and 58 passed as compared with 108 and 55 in 1911-12. In the Anglo-Vernacular Middle School examination 63 were presented and 50 passed: the figures for the previous year were 70 and 50. In the Vernacular Middle School examination twenty-two were presented and six passed: last year's figures were 33 and 18.

Primary School.

The passes by the primary standards are in all cases more numerous than last year: 99 per cent. of girls leave school after the lower primary stage, but of those who do continue to the upper primary, a greater number shew a desire to go on to the middle standard, a desire which the establishment of Vernacular Scholarships has done something to stimulate. It is noteworthy that 75 per cent. of the girls attending public schools are attending boys' schools. This is almost entirely due to vernacular figures as very few girls attend English-speaking boys' schools. The figure 75 does not even represent the percentage of girls attending co-educational schools because a girls' school is one in which the girls attending exceed the boys. So-called girls' schools, therefore, are, with few exceptions, co-educational. The monasteries are very largely for boys only, but the lay school is generally for both sexes.

Schools for girls. Statements III and III B.

4. The actual number of schools for girls is 18 European, 14 Anglo-Vernacular and 653 Vernacular, an increase of one Anglo-Vernacular and 50 Vernacular. There are no Government European or Anglo-Vernacular Girls' schools and only five Vernacular. Government schools are not needed unless where they are desired as model schools. These will also be useful under the new scheme for training elementary teachers, for to them training classes can be attached. So far none has been used for this purpose.

Curricula.

5. The curricula for girls are practically the same as those for boys. Needlework is however compulsory in all girls' schools, European and Anglo-Vernacular, and optional in Vernacular schools. Efforts have also been made to encourage Domestic Economy and Hygiene in the European and Anglo-Vernacular schools, and these subjects are usually taken, at any rate in European schools. There is, however, a strong disinclination on the part of girls to take any course which they think inferior to that for boys, and they do think the alternatives Hygiene and Domestic Economy inferior. Managers of girls are in favour of making a course of cooking, house-management and hygiene compulsory for all girls in European and Anglo-Vernacular schools, and proposals to this end will be submitted.

Expansion of female education.

6. As has been pointed out in a previous paragraph, co-education is the general rule in all lay schools except in the Kyaukpyu and Akyab Districts. It is thus practically only necessary in a few cases to establish special schools for girls. In an ordinary village with one school it is never necessary, but in larger villages, where there is room for more than one school, it may be possible and desirable. It would be absolutely necessary if special elementary training classes for girls were needed. In the case of the Kyaukpyu and Akyab Districts, parents are seldom willing to allow girls to attend boys' schools. This is not disproved by the discovery that 80 per cent. of those attending are in boys' schools because the number attending is only 2,070. There is thus a very great need for special girls' schools in these districts, but the difficulty is to get competent women teachers. Female education is deplorably backward in Arakan, and locally it is impossible to find suitable teachers. A special girls' elementary training class is very necessary and might be attached to the Government Vernacular Girls' school in Akyab Town.

CHAPTER IX.

EUROPEAN EDUCATION.

General remarks.

Statement III (B).

1. The number of European schools has increased from 28 to 31. The total number of European pupils is 4,142 as compared with 4,029 in 1911-12. Of these only 347 are in non-European schools, a decrease of 129 over last year. The situation will only be satisfactory when all European pupils are attending European schools. Under the rules 15 per cent. of the total attendance on these schools may be non-European, and this percentage is actually in attendance, the percentage of European pupils being about 85. The total attendance of all races in European schools is 4,416. The largest boys' school is St. Paul's, Rangoon, with an enrolment of 519 Europeans and the largest girls' school is St. John's Convent, Rangoon, with 302. To most of the girls' schools boys are admitted in the lowest standards only, but some are co-educational to the end of the middle stage.

The European Boys' School, Maymyo, is the only school directly under Government. The attendance there has increased from 146 to 156 and half of these are boarders. The boarding accommodation is insufficient and steps are now being taken to extend it. The need for Science teaching will be recognized by the building of a laboratory in 1913-14. The staff ought to be strengthened by the appointment of a Science Master in the Imperial Service. Science teaching should find a place in some of the boys' High schools in the province. At present the subject is entirely neglected.

Of the other 30 schools, 2 are railway schools, 1 is proprietary and the others are under mission management.

Division of schools according to grade. Statement III (B).

2. The schools are divided according to grade as follows:—High schools, 6 for boys and 10 for girls; Middle schools, 5 for boys and 6 for girls. Upper Primary schools, 4 admitting boys and girls.

Stages of instruction. Statement V(A).

3. It is gratifying that in all schools, boys' and girls,' there is an increased attendance at every stage of instruction. The number in the High school stage is 108 boys and 108 girls, an increase of 12 and 9 respectively: in the middle stage 492 and 480, the increases being 45 and 32 respectively; in the primary stage

1,644 and 1,526, an increase of 115 and 142 respectively. These figures are however somewhat discouraging as they shew that 73 per cent are in the primary stage, 22 in the middle and only 5 in the High school stage. It would be interesting to know what becomes of those who leave school after the primary stage. In 1911-12 the proportion of pupils in the High, Middle and Primary stages was roughly 1 : 4·6 : 14·9. Now it is 1 : 4·5 : 14·7, indicating that a slightly larger percentage is included in the high school, but the figures are still unsatisfactory. No pupil can be considered to have had a reasonable education who does not complete the middle school stage.

Passes. 4. In University examinations the results were satisfactory : 9 (3 girls) passed the B.A. degree examination and 14 (10 girls) the I.A. The figures last year were 4 (3 girls) and 17 (6 girls) respectively. In the I.Sc. taken for the first time this year, 2 boys passed. In the European High School Final examination 31 passed (18 girls) as compared with 24 (12 girls) in 1911-12. In the three standards of the Middle School, the passes were 559 as compared with 406. The Primary standards also showed satisfactory results. Four boys passed the Matriculation examination. **Statement VI.**

Curricula. 5. No change was made in the curricula during the year. It seems a pity that no schools teach subjects like shorthand or typewriting even as additional subjects. At a conference of Managers held after the close of the year, the need for such instruction was emphasized, and it is hoped that it will now be introduced in several schools. Manual training has not yet found a place in any European boys' school, although it is taught in several Anglo-Vernacular schools. Dress-making is taught at the Industrial Convent, Prome Road, and in St. Matthew's Girls' School, Moulmein.

Simla Conference. 6. A conference of those interested in European Education was held at Simla in 1912. Burma was represented by Mr. Covernton and the Rev. Rocksborough R. Smith, Principal of the Diocesan Boys' High School, Rangoon. The resolutions of the conference were submitted to the Local Government for report as to their suitability to the conditions in Burma. They were not considered by the end of the year under report, but a conference of all Superintendents of European schools, was held in Rangoon in July 1913 at which these resolutions were considered. They were generally considered suitable, the only objection being to the proposal to introduce the Cambridge Local examinations in place of the provincial examinations now held. This proposal found only one supporter. The only point in its favour which the provincial examinations did not have, was that, provided certain subjects were taken, the certificate exempted the holder from some preliminary examinations in the Home Universities. This did not appeal to Managers, as the number of pupils who go to Europe is very small indeed, and it was felt that the examinations as now held were more suitable to the province and to the large majority of pupils. It was, moreover, pointed out that to hand over the examinations of schools to a body several thousand miles away, would be to disregard the close connection between examination and inspection which is now rightly regarded as a cardinal principle in education.

Grants. 7. A recurring grant of Rs. 31,000 was sanctioned by the Government of India for European schools during the year. Only one-half however was paid this year and it was applied to raising salaries and to providing teachers. The other half payable in 1913-14 has been allocated as a non-recurring grant for the provision of building and equipment.

CHAPTER X.

EDUCATION OF MAHOMEDANS.

Statistics Mahomedans under instruction. Statement III. 1. The total number of Mahomedans attending schools of all classes, public and private, is 15,481. Of these 9,917 attend public schools. This is an increase of 928 and 291 respectively. The percentage attending public schools to the total attendance in all schools is 64 instead of 66.

The total number of Mahomedan schools in the province is 344, of which 111 are public. This is a decrease of 10 public schools and an increase of 23 private. The attendance in Mahomedan schools of all classes is 10,605, an increase of 747. Of this total 5,224 attend public schools and 5,381 private schools. From a comparison of the last two paragraphs it will be seen that 4,693 attend either Vernacular or Anglo-Vernacular Public schools for other races.

Anglo-Vernacular schools.

2. There are three Anglo-Vernacular schools all graded as secondary with 282 pupils, 7 Vernacular Middle schools with 505 pupils, 45 Upper Primary schools with 2,274 pupils, and 56 Lower Primary schools with 2,163 pupils. There is thus a loss of 10 schools and 30 pupils. Two of the Anglo-Vernacular schools are in Rangoon, one, the Mahomedan Randeria School, is a High School with 185 pupils, 19 more than last year, the other the Madrasa Islamia is a Middle School with 77 pupils, 10 more than last year. The third school is the school at Pyawbwè for the children of the Reserve Battalion of the Military Police. It is a small school with only 21 pupils, 6 fewer than last year.

Vernacular schools.

3. Out of 108 public vernacular schools 53 are in Arakan, 15 in Rangoon, 11 in the Amherst District, and 7 each in the Shwebo and Yamèthin Districts. The remaining schools are scattered in ones and twos over fourteen districts from Bassein to Mergui and from Ma-ubin to Myitkyina. The addition of one Deputy Inspector of Schools for Arakan made it possible for the Deputy Inspector of Schools in Rangoon to extend his tours with the result that three schools, one each in Mergui, Bassein and Ma-ubin, were registered for the first time, and there is no doubt that with additional inspecting officers more schools will be found. Since the close of the year a Committee of Mahomedan gentlemen has been appointed by the Director of Public Instruction to give advice on the best means of extending Mahomedan education.

Passes. Statement VI.

4. The following table shows the passes :—

	1911-12.	1912-13.
B.A.	2	...
I.A.	3	4
Matriculation	6	7
High School Final	3	2
Middle School	343	371
Upper Primary	924	962
Lower Primary	2,864	3,173

These results indicate progress. It is to be regretted that no one took the B.A. degree.

Private schools. Statement III.

5. The returns for private schools give 233 schools in which the *Koran* is taught attended by 5,381 pupils. This is only approximate as all statistics of private schools are. For example the Deputy Inspector of Mahomedan Schools, Arakan, returns no private schools in either Kyaukpyu or Sandoway Districts, a state of affairs difficult to believe, while in Akyab District their attendance exceeds that of public schools.

Girls. Statement IIIA.

6. The number of girls attending public schools is 1,870, an increase of 95 over last year. Of these 16 are in Secondary European schools, 37 in Anglo-Vernacular and schools the remainder in Vernacular schools. Two are in special schools. If the loss of 62 girls in Sandoway which the Deputy Inspector of Schools has not explained is considered, the nett gain is considerable. In private schools 1,345 girls were returned as compared with 1,229 in 1911-12. The Inspector of Schools, Arakan, writes: "Mahomedans are seldom willing to allow their daughters to attend boys' schools. Special girls' schools are, therefore, more necessary in Arakan than elsewhere in Burma, but so far are most difficult to keep going owing to a dearth of women teachers." "In Moulmein town," writes the Inspector of Schools, Tenasserim, "the number of girls under instruction in public institutions has decreased, and the fact that there is a corresponding increase in the number of Mahomedan girls attending private institutions should simplify the usual remark that the decrease is due to the Mahomedan's dislike of education for his daughters." The Inspector thinks that the Deputy Inspector of Schools should give more attention to Moulmein.

Efficiency.

7. The Anglo-Vernacular schools in Rangoon are the Madrasa Islamia, a Middle School, and the Mahomedan Randeria, a High School. The former pays its staff so little that it cannot keep teachers. Work is therefore not satisfactory. The latter also suffers from changes in the staff, but on the whole is more satisfactory than the other school. The school at Pyawbwè is fairly efficient.

The Vernacular schools are usually less efficient and less well-equipped than Burmese schools. The appointment of a separate Mahomedan Deputy Inspector of Schools for Arakan will do much to extend and encourage Mahomedan education there, but, as the Inspector of Schools, Arakan, points out, he can only do good work if he can find a better class of teachers. With a view to this a special elementary class for Urdu teachers has been sanctioned in connection with the Government Normal School at Akyab. As it cannot be opened, however, in time to do any good in 1913-14, it will not open till the beginning of 1914, and will not therefore be reported on till the end of that year.

CHAPTER XI.

THE EDUCATION OF SPECIAL CLASSES.

General remarks.

1. The total number of public schools for special classes is 1,276 with an attendance of 42,004, last year's figures being 1,229 and 39,887 respectively. The increase is almost entirely due to improvement among Talaings and Shans, but it may be considered satisfactory when one considers that among special classes are included Danus, Palaungs, Taungthus, Inthas, Chins and Kachins whose desire for education is at present very unlikely to be steadily progressive. One new tribe appears in the list—the Lahu and Lowa (Southern Shan States). It has now one school and 70 pupils. Even among better known races like the Tamils and Telugus the unsettled character of the people leads to disconcerting fluctuations. An interesting note on their condition was given on page 27 of last year's Report. The Karens are perhaps the most satisfactory of the special races. Thanks to the teaching of the Missions, there has been instilled into them a desire for education which shews itself in steady, although small, annual additions to schools and pupils. Their training under the Missions has also made them realize the necessity of contributing specially towards the upkeep of schools, and there is among them a more national interest in education, if one may use the expression, than exists among any other race not excluding the Burmans. They are just as keen about the efficiency of their vernacular village schools as they are about the larger Anglo-Vernacular schools. Of the special races they are by far the most important educationally with 12 Anglo-Vernacular schools and 930 vernacular, the attendance being 2,581 (154 increase) and 26,242 (462 increase) respectively. Next to them come the Shans with 116 vernacular schools and 3,661 pupils, an increase of 29 schools and 849 pupils. The Talaings are next in importance with 60 schools and 2,681 pupils.

There are two Government Vernacular Chin Schools, one at Falam and the other at Tiddim (Chin Hills). Both shew an increased attendance and are reported to be doing well.

The Kachins at the Government Vernacular School, Sinlumkaba (Bhamo), are clothed, fed and taught at no cost to themselves. With such liberal treatment it is satisfactory to see more schools and pupils.

Private schools.

2. Private schools number 865 with 11,528 pupils as compared with 909 and 11,884 last year. These figures, like those for public schools, are not more than remotely approximate.

Shan Chiefs' School, Taunggyi.

3. The Shan Chiefs' School at Taunggyi closed with 73 boys as against 88 last year. The school has been under-staffed, but that will be remedied by the addition of two masters. As has been noted before, this school is semi-political and is under the joint control of the Education Department and of the Political Department. Dual control never works well anywhere; and it is specially bad in education.

CHAPTER XII.

PRIVATE INSTITUTIONS.

General remarks.

1. As has been frequently pointed out the figures for private institutions are by no means accurate. They represent such private schools as inspecting officers can readily visit when moving from one public school to another. The outlying villages cannot possibly be visited: their inspection must await the time when the number of Deputy Inspectors is much greater than it is now. In last year's Report it was shewn that the difference between the number attending all classes of schools and the school-going population taken at 15 per cent. of the population, was roughly 800,000. Even if 15 per cent. is too high there is evidently a very large section unaccounted for.

Statistics.

Statements I & III.

2. The total number of private schools is given as 16,928 and of pupils 177,160, an increase over last year of 253 schools and 2,215 pupils. Girls supply 55 schools with 1,208 pupils. It is highly probable that the majority of girls, and it must be very large, who do not attend public schools attend none.

It is interesting to note that of the 16,928 private schools 10,966 occur in the four divisions of Upper Burma, and the attendance is 102,065. Additional Deputy Inspectors of Schools are urgently needed in many districts. One new man will be appointed at once to Mandalay.

Monastic schools.

3. Of the private schools the majority are monastic. Last year's Report contained information about these schools. The general opinion among educational officers is that most of the monks that are willing to conform to the Government scheme of teaching are now doing so, and that those who do not are either irreconcilable or indifferent. On the other hand one hears that much more might be made of the *pôngyi kyaung* as a factor in vernacular education. It is said that the Government curriculum is distasteful to monks, that they dislike keeping registers, that frequently when the monk is keen the villagers are indifferent, and so on. It has been decided to place six selected Deputy Inspectors of Schools on special duty to visit monasteries and find out from the monks themselves the objections they may have to registration. They will be sent to the Upper Burma Divisions and to Tenasserim, the most backward of the Lower Burma Divisions. Their period of special duty will probably extend over a year, and it is hoped will be productive of much useful information.

Mahomedan schools.

Statement III.

4. Of the private schools 233 are Mahomedans with 5,381 pupils. The only private girls' school belonging to this community has disappeared. There are in addition several private schools for Anglo-Vernacular work. Such schools do not come under Government because they are unwilling to follow the curriculum.

CHAPTER XIII.

MANNERS AND MORALS.

Games and Hostels.

General remarks.

1. Much has been written in previous reports about the decay of eastern manners and morals due to the contact of East and West. Two civilizations so widely diverse can hardly meet without impinging on each other to a considerable extent, and it might not be altogether a barren subject to enquire how far the Western morals and manners have also suffered. While admitting that probably in Anglo-Vernacular schools a certain proportion of the pupils may give themselves airs—it is very often a little harmless schoolboy vanity—and behave in a way which their elders dislike, we ought not to forget that elders are very often pessimistic about the manners of the younger generation. Old Burmese customs are disappearing—changing circumstances render this inevitable—and their disappearance is viewed with regret by older people who see in the change national deterioration. Saner observers hardly subscribe to this view, recognizing that while in every period of transition there must be pruning, yet there follows a new growth no less healthy than the old, and better suited to new conditions. Change is not necessarily decay. Where bad manners do occur

the blame lies largely with the Burmese parent. He does not exercise proper parental control over his children. "What can I do?" is his reply; "he will not go to school." Unfortunately he not only does not go to school, but he often wanders round the town at night. If children rule their parents, what is to be expected? The school, it is safe to say, is doing much to ensure good manners, but it cannot do everything. The school and the home are complementary. Absence of home training is not merely negative; it is a danger. The school does not merely lose an ally: it finds an enemy. There are always boys in any school who, outside of school hours, and away from school discipline, will misbehave, and, as they are more in evidence than the well behaved boy, their behaviour is unfortunately taken as typical. Sporadic exhibitions of temper which obtain publicity, lend colour to the belief that the young Burman is uncontrollable and generally objectionable. Enquiry generally shews, however, that the outbreak is not wholly without cause, and while not excusing it on that ground, one has to remember the essential differences of temperament between East and West. Those who have had most experience of Burman boys agree that he is amenable to discipline, but that he readily resents anything that seems to be unfair. This is very much the character of schoolboys everywhere.

Responsibility of Teachers.

2. Much of the value of school training depends on the example of the teacher. If the staff realizes its duties fully, there is no need to fear for the reputation of the school; it will be safe in the hands of its boys. This *esprit de corps* is not always present in schools, and without it educational training is imperfect. It depends almost entirely on the school staff. The present rates of pay in Anglo-Vernacular schools are attracting a good class of teacher, but in the European schools for boys there is a dearth of male teachers, due to the fact that their prospects are not good enough. The educated European or Anglo-Indian who is suitable for work in higher classes, is able to command a better salary in other walks of life. If he takes to teaching to begin with, he rarely remains long. A good class of men is essential if boys are to have every opportunity to develop on right lines.

Religious teaching in European Schools.

3. In all Mission schools religious teaching is regular and systematic. As all European schools but the Government European School, Maymyo, are under missionary management the domiciled community are well provided for. In the Government European School, Maymyo, arrangements are made by which pupils receive regular instructions from teachers of their own faith.

Religious teaching in Anglo-Vernacular and Vernacular Schools.

4. As regards Government and Municipal Anglo-Vernacular and Vernacular schools and lay schools, Burma is in the unique position of being able to give religious instruction to pupils without offending any sect. Buddhism is the religion of the great majority, and its introduction into schools has been successful. This instruction takes place either before or after school hours, or on Saturdays or Sundays. Attendance on such teaching is however voluntary, and is not as great as it might be. Again the indifference of parents is the stumbling-block. One would have supposed that Burman parents would have been only too glad to see religion taught, and would have insisted on their children's attendance. The teachers who give up their time voluntarily to this instruction are naturally discouraged when they find apathy on the part of the parents. In the lay schools the local *pôngyi* is invited once or twice a week, and his visits have done much to increase the popularity of the lay school, as the villagers realize that Government has no desire to divorce religion and education. The poorer villages unfortunately cannot afford to invite the *pôngyi* as the pupils are unable to provide the customary offering. The Inspectors are unanimous in the opinion that definite religious instruction has had a very good effect in improving general conduct.

School discipline.

5. There have been no serious breaches of school discipline during the year. The Burman boy is easily led, and most of the serious trouble that has occurred in the past has arisen from the commanding influence of one or two undesirables who terrorized the others. The ordinary boy is by no means difficult to manage and readily submits to discipline which is just, but he is equally ready to resent anything that savours of injustice.

Sports.

6. Football is still the favourite game, and arouses much interest. In most schools regular class competitions take place, and the progress of the competitions

is keenly watched. Several schools enter teams for local leagues, but others refuse to participate on the ground that the publicity of such games together with the unsportsmanlike comments of the spectators, is likely to undo all the good which the game played under better conditions undoubtedly confers. The Burman must, however, be taught "to play the game," and this can best be done by making him proud of his school and jealous of its good name.

Cricket has not the hold of the Burman which football has, but there are signs that the older boys, at any rate, are taking more interest in the game. Hockey is vigorously played in the larger schools. Tennis is not yet very general, but where it is played, it is taken up enthusiastically. There is plenty of room for the extension of this game.

Drill and gymnastics.

7. Drill is compulsory in all European and Anglo-Vernacular schools in Standards I to VII and in Government and District Cess Vernacular schools. In all 901 schools took Drill, of which 761 were Vernacular, a total increase of 215 schools.

Gymnastics are done in forty-seven schools throughout the province, eleven more than last year. Drill in the lay schools is reported to be poor. This is not surprising as managers do not realize that precision and smartness of movement and strict attention to instructions are the essence of the exercises. No grant should be paid unless the teacher has gone through a course satisfactorily. Calisthenics are taught in 287 schools as compared with 190 last year. Boxing was introduced into the Government High School, Rangoon, with success. The Principal considers that it is an excellent training for the Burman boy who learns to take hard knocks in good part. If proper supervision were available it might be introduced into other schools. Training in the use of nature's weapons might lessen the impulse to use the knife which unfortunately is too common.

Hostels.

Statement VIII.

8. Hostels for boys have increased from 132 to 150 and the number of residents from 6,067 to 6,608. For girls the numbers were 60 and 2,686 as compared with 62 and 2,450.

CHAPTER XIV.

CONFERENCES, TEXT-BOOKS AND LIBRARIES.

Educational Conferences.

1. Meetings of schoolmasters were held throughout in most of the circles. At these model lessons were given, useful apparatus was exhibited, and the exercise books, map-drawing books, etc., of well managed schools were on view. Such conferences were held at the headquarters of subdivisions or townships. No fewer than thirty-three were held in the Mandalay Circle. None were held in the Meiktila Circle. In the Pegu Circle larger conferences were held at Prome and Pegu in addition to smaller gatherings at township headquarters. In Tenasserim a large conference was held at Moulmein under the Inspector which proved very successful. Deputy Inspectors of Schools presided at township conferences.

Text-Book Committee.

2. This office worked well during the year. The English edition of a book on Practical School-gardening was passed through the press, and a Burmese edition is now in hand. A book on Physiography for Burmese students and a Manual of Physical Training are now being translated. Much translation of pamphlets and minor papers was accomplished and 221 Burmese books were reviewed. The Burmese Educational Journal was regularly published. The subscribers to this have risen from 561 to 1,323.

The office lost during the year the services of its editor, Mr. A. W. Lonsdale, who retired from the service after many years of efficient service. Mr. Lonsdale, in addition to his official duties, did much for the study of the Burmese language, by writing what must for long prove the Standard Burmese Grammar.

Libraries.

3. The Bernard Free Library had 7,868 readers during the year. The number of registered borrowers rose from 1,143 to 1,224, of whom 296 were new and books taken out on loan from 6,451 to 7,195. The total number of books in the library at the end of the year was 9,472. The Manuscript Department closed with 4,842 manuscripts. The copying of old and worn Talaing manuscripts was

continued and fifty-six *Angas* were transcribed. The Honorary Librarian, Mr. Duroiselle, resigned during the year: the thanks of the Committee are due to him for his services. Maung Tin, Professor of Pâli, was appointed in his place.

The library of the Teachers' Institute had 5,260 visitors and 363 borrowers during the year. The library contains 3,434 volumes.

The library of the Young Men's Christian Association closed with 2,000 volumes. Owing to want of funds there was little expansion.

CHAPTER XV.

FINANCE.

Expenditure on Education. Statements II & IV.

1. The total expenditure on Education in the Province from all sources is Rs. 53,36,000, an increase of nearly 6 lakhs on last year's figure. Of this sum Provincial Funds shew a net expenditure of Rs. 22,31,000 against Rs. 18,98,000 in 1911-12. District Funds provide nearly 4½ lakhs, Municipal Funds about 4 lakhs, and Fees and other sources a little over 22½ lakhs. Income from fees alone amounts to Rs. 16,53,000, which shews an increase of nearly 1½ lakhs on last year's figure. Of the total Provincial expenditure over 5½ lakhs are contributed from Imperial Funds against Rs. 1,85,000 in 1911-12. The direct and indirect expenditure amount to Rs. 34,81,000 and Rs. 18,55,000 respectively against Rs. 31,19,000 and Rs. 16,17,000 in 1911-12. Direct and indirect expenditure shew increases all round except under "Direction" which shews a slight decrease. The expenditure on Secondary Education is slightly less in proportion to the total expenditure than it was last year, while that on Primary Education is slightly more. The average expenditure per head of population has risen from Re. 0-6-3 to Re. 0-7-0. The average cost of educating each pupil in "Arts Colleges" has risen from Rs. 394-4-9 to Rs. 416-6-4, in "Secondary Schools" from Rs. 23-3-8 to Rs. 23-7-8 and "Primary Schools" from Rs. 4-0-1 to Rs. 4-9-7, whereas the cost of each pupil in "Training Schools" has fallen from Rs. 400-15-6 to Rs. 377-5-7.

Special grants.

2. The special grants made by the Government of India have allowed of the expansion of education in many directions. Out of the recurring grant of Rs. 2,60,000 more than Rs. 91,000 was spent during the year. Of this Rs. 32,000 went in supplementary results grants, and nearly Rs. 11,000 in providing additional Deputy and Sub-Inspectors of Schools; Rs. 12,000 was spent on girls' education, in providing salary grants, normal stipends, primary scholarships and building grants; Rs. 13,000 was spent on European education, chiefly in raising the pay of teachers, in building grants, and in providing a fund for the education of poor pupils.

The special recurring grant of Rs. 40,000 was spent on the raising of the fixed grants in Anglo-Vernacular schools, and in providing small building and equipment grants.

The non-recurring grant of Rs. 8 lakhs was spent partly by the Education Department and partly by the Public Works. The Education Department expenditure included Rs. 21,000 spent on Industrial and Technical education,—of this Rs. 9,000 was given towards the cost of the site, building and equipment of a Craft School at Akyab. The education of girls accounted for Rs. 18,000, spent in building and equipment grants; about Rs. 75,000 was spent on European schools in supplying buildings and hostels. The total spent departmentally was nearly Rs. 1,20,000. To the Public Works Department Rs. 2,72,000 were made over for the construction of schools and hostels, and for work in connection with the science side of the Rangoon College. Anglo-Vernacular schools and hostels absorbed Rs. 1,50,000; Normal schools about Rs. 85,000; Vernacular schools Rs. 25,000.

Under the Rs. 1½ lakh grant, the Public Works Department spent nearly Rs. 30,000 on the construction of schools and hostels.

W. G. WEDDERSPOON,
Officiating Director of Public Instruction, Burma.

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(For details see General Table No. III.)

Total area in square miles.	Area and Population.		Institutions and Scholars.	Public Institutions.								Private Institutions.		Grand Total.	Percentage of	Remarks.
	Number of Towns and Villages.	Population.		Collegiate Education.		School Education—General.			School Education—Special.		Total of Public Institutions.	Advanced.	Elementary.			
				Arts Colleges.	Professional Colleges.	Secondary Schools.	Upper Primary Schools.	Lower Primary Schools.	Training Schools.	All other special Schools.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
239,839	Towns 63 Villages 37,678 Total 37,741	Males 6,183,494 Females 5,931,723 Total 12,115,217	Institutions for Males...	2	...	925	2,669	2,064	8	303	5,971	...	16,873	22,844	Institutions to number of towns and villages = 62·50	
			Institutions for Females	...	...	97	287	301	4	2	691	...	55	746		
			Institutions for Total ...	2	...	1,022	2,956	2,365	12	305	6,662	...	16,928	23,590		
			Scholars Males...	336	...	71,336	80,978	45,899	337	3,722	202,108	...	173,701	375,899	Male scholars to male population of school-going age = 40·52	
			Scholars Females	8	...	22,347	38,387	19,092	157	334	80,325	...	3,459	83,784	Female scholars to female population of school-going age = 9·42	
			Scholars Total ...	344	...	93,683	119,365	64,991	494	3,556	282,433	...	177,160	459,593		

The population of school-going age is taken at 15 per cent. of the whole population.

GENERAL TABLE NO. II.—*Abstract Return of Expenditure on*
(For details, vide

	Total direct expenditure on Public Instruction.						
	Collegiate education.		School Education—General.			School Education—Special.	
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Upper Primary Schools.	Lower Primary Schools.	Training Schools.	All other special Schools.
1	2	3	4	5	6	7	8
1. Institutions for— Males ...	Rs. 1,46,988	Rs. ...	Rs. 18,94,830	Rs. 5,69,996	Rs. 1,61,888	Rs. 1,53,715	Rs. 86,429
Females ...	...	...	3,21,952	84,282	32,100	26,657	2,121
Total ...	1,46,988	..	22,16,782	6,54,278	1,93,988	1,80,372	88,550
2. (*a*) Percentage of Provincial expenditure included in columns 2—18 to total Provincial expenditure on Public Instruction.	3·69	...	30·18	6·08	2·15	7·50	3·91
(*b*) Percentage of Local Fund expenditure included in columns 2—18 to total Local Fund expenditure on Public Instruction.	...	...	34·35	45·50	14·95	...	...
(*c*) Percentage of Municipal Fund expenditure included in columns 2—18 to total Municipal expenditure on Public Instruction.	...	...	71·25	13·17	1·89	...	...
(*d*) Percentage of total expenditure in columns 2—18 to total expenditure on Public Instruction.	2·75	...	41·54	12·26	3·64	3·38	1·66
3. Average annual cost of educating each pupil in—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government Institutions. Cost to Provincial Revenues.	245 10 4	...	34 14 4	25 0 10	...	463 6 5	368 8 3
Cost to Local and Municipal Funds.	...	...	...	...	...	...	...
Total cost ...	335 4 9	...	57 2 5	26 0 6	...	463 11 5	375 10 5
Local Fund Schools. Cost to Provincial Revenues.	...	...	...	...	...	...	...
Cost to Local Funds	...	...	17 6 8	15 0 10	11 14 10	...	...
Total cost ...	..	...	21 11 8	15 14 7	12 8 8	...	...
Municipal Schools. Cost to Provincial Revenues.	...	...	19 10 7	...	...	...	...
Cost to Municipal Funds.	...	...	11 4 1	...	...	...	...
Total cost ...	...	...	62 4 8	...	...	...	...
Institutions in Native States. Cost to Native State Revenues.	...	...	...	...	...	...	...
Cost to Local and Municipal Funds.	...	...	...	...	...	...	...
Total cost ...	...	...	...	...	...	...	...
Aided Institutions. Cost to Provincial Revenues.	142 13 9	...	4 1 7	1 0 8	0 11 10	213 14 4	6 3 6
Cost to Local and Municipal Funds.	..	...	4 11 5	2 1 8	1 1 11	...	...
Total cost ...	1,016 14 10	...	19 4 1	5 6 0	2 15 6	273 7 6	6 3 6
Unaided Institutions. Total cost ...	...	...	...	...	...	...	...
All Institutions. Cost to Provincial Revenues.	233 6 8	...	7 2 2	1 2 2	0 11 9	350 2 1	24 9 9
Cost to Local and Municipal Funds.	...	...	4 8 8	2 1 11	1 2 2	...	...
Total cost ...	416 6 4	...	23 7 8	5 7 9	2 15 9	377 5 7	24 15 7

Public Instruction in Burma for the official year 1912-13 (Chap. XV, para. 1).
General Table IV.)

Total.	Total indirect expenditure on Public Instruction.								Total expenditure on Public Instruction.	Remarks.
	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.		
9	10	11	12	13	14	15	16	17	18	19
Rs. 30,13,846 4,67,112	Rs. ...	Rs. 76,445	Rs. 3,99,157	Rs. 56,522	Rs. 5,16,736	Rs. 17,594	Rs. 7,88,734	Rs. 18,55,188	Rs. 53,36,146	
34,80,958	...	76,445	3,99,157	56,522	5,16,736	17,594	7,88,734	18,55,188	53,36,146	
53·51	...	3·43	17·89	2·52	17·25	·28	5·12	46·49	100	
94·80	...	...	...	...	3·19	·02	1·99	5·20	100	
86·31	...	...	...	...	9·92	·66	3·11	13·69	100	
65·23	...	1·43	7·48	1·06	9·69	·33	14·78	34·77	100	

Rs. A. P.	
58 6 11	
..	
80 14 3	Percentage of Provincial expenditure included in column 18 to total expenditure on Public Instruction = 41·82
...	
16 10 7	
20 2 5	Percentage of Local Fund expenditure included in column 18 to total expenditure on Public Instruction = 8·32
19 10 7	
11 4 1	
62 4 8	Percentage of Municipal expenditure included in column 18 to total expenditure on Public Instruction = 7·27
...	
...	
...	Percentage of expenditure from fees included in column 18 to total expenditure on Public Instruction = 30·98
2 2 8	
2 10 3	
9 7 2	Percentage of expenditure from all other sources included in column 18 to total expenditure on Public Instruction. = 11·61
...	Total ... 100
4 3 6	
2 10 8	
12 4 9	

GENERAL TABLE NO. III.—*Return of Colleges, Schools and Scholars in Burma for the official year* paras. 2 and 5 ; Chap. VI, paras. 1 and 2 ; Chap. VII, paras. 2 and 9 ; Chap. VIII,

Class of Institutions.	Public							
	Under Public							
	Managed by Government.				Managed by District or Municipal Boards.			
	Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
Arts Colleges.								
Collegiate Education. — English	1	301	311	266	...	...	...	...
Collegiate Education. — Oriental	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.								
Collegiate Education. — Law	...	...	...	...	...	...	...	...
Collegiate Education. — Medicine	...	...	...	...	...	...	...	...
Collegiate Education. — Engineering	...	...	...	...	...	...	...	...
Collegiate Education. — Teaching	...	...	...	...	...	...	...	...
Collegiate Education. — Agriculture	...	...	...	...	...	...	...	...
Total	1	301	311	266	...	...	...	...
Secondary Schools.								
School Education, General. — For boys — High Schools	12*	3,203	3,336	3,007	2	854	876	786
School Education, General. — For boys — Middle Schools — English	18	2,589	2,606	2,316	6§	813	801	695
School Education, General. — For boys — Middle Schools — Vernacular	25	2,350	2,350	2,350	13	1,039	1,039	1,039
School Education, General. — For girls — High Schools	...	...	...	...	...	...	...	...
School Education, General. — For girls — Middle Schools — English	...	...	...	...	...	...	...	...
School Education, General. — For girls — Middle Schools — Vernacular	4	344	344	344	...	...	...	...
Total	59	8,486	8,636	8,017	21	2,706	2,716	2,520
Upper Primary Schools.								
School Education, General. — For boys	7	439	439	439	4	214	214	214
School Education, General. — For girls	1	54	54	54	1	34	34	34
Total	8	493	493	493	5	248	248	248
Lower Primary Schools.								
School Education, General. — For boys	...	...	...	...	1	94	94	94
School Education, General. — For girls	...	...	...	...	...	...	...	...
Total	...	...	...	...	1	94	94	94
Schools for Special Instruction.								
School Education, Special. — Training Schools for Masters	5	264	261	239	...	...	...	...
School Education, Special. — Training Schools for Mistresses	...	...	...	...	...	...	...	...
School Education, Special. — Schools of Arts	...	...	...	...	...	...	...	...
School Education, Special. — Law Schools	1	8	9	8	...	...	...	...
School Education, Special. — Medical Schools	...	...	...	...	...	...	...	...
School Education, Special. — Engineering and Surveying Schools	2	81	83	78	...	...	...	...
School Education, Special. — Technical and Industrial Schools	...	...	...	...	...	...	...	...
School Education, Special. — Commercial Schools	...	...	...	...	...	...	...	...
School Education, Special. — Agricultural Schools	...	...	...	...	...	...	...	...
School Education, Special. — Reformatory Schools	1	94	88	88	...	...	...	...
School Education, Special. — Other Schools ‡	...	...	...	...	...	...	...	...
Total	9	447	441	413	...	...	...	...
Total of Colleges and Schools of Public Instruction	77	9,727	9,881	9,189	27	3,048	3,058	2,862

* Includes one Government Vernacular High School with an attendance of 135.

‡ 298 Pâli schools prepared for the

§ Includes one District Cess Anglo-Vernacular

1912-13, (Chap. I, paras. 2 and 3; Chap. III, paras. 1, 6 and 13; Chap. IV, paras. 2, 4 and 5; Chap. V, paras. 1 and 4; Chap. X, paras 1 and 5; and Chap. XII, paras. 2 and 4.)

Institutions.

Management.				Under Private Management.							
Maintained by Native States.				Aided by Government, or by District or Municipal Boards.				Unaided.			
Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
10	11	12	13	14	15	16	17	18	19	20	21
...	...	...	...	1	43	42	39	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1	43	42	39	...	...	...	...
...	...	...	...	25†	6,694	6,979	6,190	...	...	...	...
...	...	...	...	68	11,397	11,795	10,321	...	...	...	...
...	...	...	...	756	55,178	55,178	55,178	...	...	...	...
...	...	...	...	13	2,577	2,518	2,251	...	...	...	...
...	...	...	...	15	1,572	1,514	1,334	...	...	...	...
...	...	...	...	65	5,073	5,073	5,073	...	...	...	...
...	...	...	...	942	82,491	83,057	80,347	...	...	...	...
...	...	...	...	2,658	1,05,932	1,05,929	1,05,794	...	...	...	...
...	...	...	...	285	12,692	12,683	12,651	...	...	...	...
...	..	...	...	2,943	1,18,624	1,18,612	1,18,445	...	...	...	...
...	...	...	...	2,063	55,958	55,958	55,958	...	...	...	
...	...	...	...	301	8,939	8,939	8,939	...	...	...	...
...	...	...	...	2,364	64,897	64,897	64,897	...	...	...	...
...	...	...	...	3	112	117	107	...	...	...	..
...	...	...	...	4	118	100	110	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	3	246	239	224	...	...	...	...
...	...	...	...	...	...	...	...	...	...	..	...
..	...	...	...	...	...	...	...	...	...	...	...
..	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	298	3,127	3,127	3,127	...	...	...	...
...	...	...	...	308	3,603	3,583	3,568	...	...	...	...
...	...	...	...	6,558	2,69,658	2,70,191	2,67,296	..	...	...	...

† Includes nine Vernacular High Schools withlan attendance of 946.

Patamabyan Examination.
School with an attendance of 81.

GENERAL TABLE NO. III.—*Return of Colleges, Schools and*

	Class of Institutions.	Grand total of Public Institutions.	Grand total of scholars on the 31st March.	Number of scholars on 31st March learning		
				English.	A classical language.	A vernacular language.
	1	22	23	24	25	26
	Arts Colleges.					
Collegiate Education.	English	2	344	344	290	41
	Oriental	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.					
	Law	...	...	...	...	...
	Medicine	...	...	...	...	...
	Engineering	...	...	...	...	...
	Teaching	...	...	...	...	...
	Agriculture	...	...	...	...	...
	Total	2	344	344	290	41
	Secondary Schools.					
School Education, General.	For boys — High Schools	39	10,751	9,497	2,895	9,917
	For boys — Middle Schools — English	92	14,799	14,699	2,914	12,733
	For boys — Middle Schools — Vernacular	794	58,567	...	24,685	58,169
	For girls — High Schools	13	2,577	2,444	399	1,101
	For girls — Middle Schools — English	15	1,572	1,562	45	1,091
	For girls — Middle Schools — Vernacular	69	5,417	...	1,628	53,71
	Total	1,022	93,683	28,202	32,566	88,382
	Upper Primary Schools.					
	For boys	2,669	106,585	890	40,423	103,424
	For girls	287	12,780	196	3,491	12,486
	Total	2,956	119,365	1,086	43,914	115,910
	Lower Primary Schools.					
	For boys	2,064	56,052	...	20,212	53,672
	For girls	301	8,939	...	2,294	8,863
	Total	2,365	64,991	...	22,506	62,535
	Schools for Special Instruction.					
School Education, Special.	Training Schools for Masters	8	376	153	221	292
	Training Schools for Mistresses	4	118	68	...	91
	Schools of Arts	...	...	...	...	...
	Law Schools	1	8	8	...	...
	Medical Schools	...	...	...	...	...
	Engineering and Surveying Schools	2	81	33	...	...
	Technical and Industrial Schools	3	246	121	..	188
	Commercial Schools	...	...	...	...	...
	Agricultural Schools	...	...	...	...	...
	Reformatory Schools	1	94	...	...	94
	Other Schools	298	3,127	...	3,127	...
	Total	317	4,050	383	3,348	665
	Total of Colleges and Schools of Public Instruction	6,662	282,433	30,015	102,624	267,533
Private Institutions	1. Advanced teaching:— (*a*) Arabic or Persian	...	...	...	...	...
	(*b*) Sanskrit	...	...	...	...	...
	(*c*) Any other Oriental classics	...	...	...	...	...
	2. Elementary—teaching a Vernacular only or mainly. For boys	16,567	168,350	..	87,645	166,940
	2. Elementary—teaching a Vernacular only or mainly. For girls	53	868	...	422	863
	3. Elementary—teaching the Koran. For boys	233	5,381	...	3,565	3
	3. Elementary—teaching the Koran. For girls	...	...	...	...	...
	4. Other Schools not conforming to Departmental Standards. For boys	73	2,221	167	2,145	76
	4. Other Schools not conforming to Departmental Standards. For girls	2	340	200	140	200
	Total	16,928	177,160	367	93,917	168,082
	Grand Total	23,590	459,593	30,382	196,541	435,615

Scholars in Burma for the official year 1912-13—concluded.

Classification of scholars on the 31st March according to race or creed.								Number of girls in boys' schools.	Number of boys in girls' schools.
Europeans and Eurasians.	Native Christians.	Hindus.		Mahommedans.	Buddhists.	Parsis.	Others.		
		Brahmans.	Non-Brahmans.						
27	28	29	30	31	32	33	34	35	36
32	31	...	14	10	255	2	...	8	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
32	31	...	14	10	255	2	...	8	...
1,309	901	37	230	839	7,389	26	20	443	...
404	3,125	114	1,210	1,007	8,816	3	120	1,377	...
3	3,157	45	213	1,843	53,306	...	...	14,312	...
1,593	287	9	8	12	562	23	83	...	580
513	252	2	10	24	765	...	6	...	550
5	544	6	29	114	4,719	...	...	...	2,221
3,827	8,266	213	1,700	3,839	75,557	52	229	16,132	3,351
66	9,711	58	1,253	3,457	92,028	...	12	30,830	...
118	753	13	93	214	11,584	4	1	...	5,223
184	10,464	71	1,346	3,671	103,612	4	13	30,830	5,223
...	1,974	4	389	2,258	51,427	...	...	12,926	...
...	287	...	8	110	8,534	...	...	...	2,773
...	2,261	4	397	2,368	59,961	...	...	12,926	2,773
21	94	...	2	12	247	...	...	39	...
13	90	...	...	...	15	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	2	...	6	...	...	...	...
...	...	...	...	...	...	...	...	...	...
19	4	5	11	2	35	...	5	...	...
45	165	...	...	...	36	...	...	12	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
1	1	...	1	15	74	...	2	...	...
...	...	...	...	...	3,127	...	...	139	...
99	354	5	16	29	3,540	...	7	190	...
4,142	21,376	293	3,473	9,917	242,925	58	249	60,086	11,347
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	168	...	...	45	168,137	...	...	1,084	...
...	...	...	...	...	868	...	...	...	327
...	...	...	...	5,381	...	...	...	1,312	...
...	...	...	...	...	...	...	...	...	...
...	132	33	1,222	138	696	...	...	242	...
...	...	...	...	...	340	...	...	...	60
...	300	33	1,222	5,564	170,041	...	...	2,638	387
4,142	21,676	326	4,695	15,481	412,966	58	249	62,724	11,734

GENERAL TABLE NO. IIIA.—*Number of scholars on the 31st March, classified according to sex, race or creed* (Chap. VI, para. 3; and Chap. X, para. 6).

	Number of scholars on the 31st March, classified according to sex, race or creed.							
	Europeans and Eurasians.	Native Christians.	Hindus.		Mahomedans.	Buddhists.	Parsis.	Others.
			Brahmans.	Non-Brahmans.				
1	2	3	4	5	6	7	8	9
COLLEGIATE EDUCATION.								
Arts Colleges.								
English ... ... Male	24	31	...	14	10	255	2	...
Female	8		...	...	..	...	...	...
Oriental ... ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.								
Law ... ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Medicine ... ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Engineering ... ... Male	...	...	...	...	...	...	...	...
Female	..	...	...	...	...	...	...	...
Teaching ... ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Agriculture ... ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Total ...	32	31	...	14	10	255	2	...
SCHOOL EDUCATION, GENERAL.								
Secondary Schools.								
For boys—								
High ... ... Male	1,306	704	37	220	834	7,162	25	20
Female	3	197	...	10	5	227	1	...
Middle Schools—								
English ... ... Male	283	2,361	111	1,129	992	8,479	3	64
Female	121	764	3	81	15	337	...	56
Vernacular ... Male	2	2,106	42	182	1,526	40,397	...	...
Female	1	1,051	3	31	317	12,909	...	...
For girls—								
High ... ... Male	341	22	4	3	1	188	5	16
Female	1,252	265	5	5	11	374	18	67
Middle Schools—								
English ... ... Male	113	52	1	6	6	369	...	3
Female	400	200	1	4	18	396	...	3
Vernacular ... Male	...	56	6	7	65	2,087	...	...
Female	5	488	...	22	49	2,632	...	...
Total ...	3,827	8,266	213	1,700	3,839	75,557	52	229
Upper Primary Schools.								
For boys .. Male	36	5,687	42	1,004	2,673	66,306	...	7
Female	30	4,024	16	249	784	25,722	...	5
For girls ... Male	52	176	...	23	135	4,834	3	...
Female	66	577	13	70	79	6,750	1	1
Total ...	184	10,464	71	1,346	3,671	103,612	4	13
Lower Primary Schools.								
For boys ... Male	...	1,171	3	308	1,739	39,905	...	...
Female	...	803	1	81	519	11,522	...	...
For girls Male	...	108	...	2	39	2,624	...	...
Female	...	179	...	6	71	5,910	...	...
Total ...	...	2,261	4	397	2,368	59,961	...	...
SCHOOL EDUCATION, SPECIAL.								
Schools for Special Instruction.								
Training Schools ... Male	3	87	...	2	10	235	...	...
Female	31	97	...	...	2	27	...	...
Carried over ...	34	184	...	2	12	262	...	...

GENERAL TABLE NO. IIIA.—*Number of scholars on the 31st March, classified according to sex, race or creed*—concluded.

	Number of scholars on the 31st March, classified according to sex, race or creed.							
	Europeans and Eurasians.	Native Christians.	Hindus.		Mahomedans.	Buddhists.	Parsis.	Others.
			Brahmans.	Non-Brahmans.				
1	2	3	4	5	6	7	8	9
Brought forward ...	34	184	...	2	12	262	...	...
Schools for Special Instruction—concluded.								
Schools of Arts ... ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Law Schools ... ... Male	...	...	...	2	...	6	...	...
Female	...	...	...	...	...	...	...	...
Medical Schools ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Engineering and Surveying Schools. Male	19	4	5	11	2	35	...	5
Female	...	...	...	...	...	...	...	...
Industrial Schools ... Male	...	51	..	...	...	...	...	...
Female	45	114	...	...	...	36	...	..
Reformatory Schools ... Male	1	1	..	1	15	74	...	2
Female	...	...	...	...	...	...	..	...
Other Schools ... Male	...	...	...	...	...	2,988	...	...
Female	...	...	...	...	...	139	...	...
Total ...	99	354	5	16	29	3,540	...	7
Total of Colleges and Schools of Public Instruction	4,142	21,376	293	3,473	9,917	242,925	58	249
Private Institutions.								
(1) Advanced teaching—								
(a) Arabic or Persian Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
(b) Sanskrit ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
(c) Any other Oriental classic. Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
(2) Elementary, Teaching a Vernacular only or mainly—								
For boys ... Male	...	91	...	...	25	167,150	...	...
Female	...	77	...	...	20	987	...	...
For girls ... Male	...	...	...	...	...	327	...	...
Female	...	...	...	...	...	541	...	...
(3) Elementary, Teaching the Koran only—								
For boys ... Male	...	...	...	...	4,069	...	...	...
Female	...	...	...	...	1,312	...	...	...
For girls ... Male	...	...	...	...	...	...	...	..
Female	...	...	...	...	...	...	...	...
Other Schools not conforming to Departmental Standards—								
For boys ... Male	...	88	23	1,051	125	692	...	...
Female	...	44	10	171	13	4	...	...
For girls ... Male	...	...	...	...	...	60	...	...
Female	...	...	...	...	...	280	...	...
Total Private Institutions ...	...	300	33	1,222	5,564	170,041	...	...
GRAND TOTAL ...	4,142	21,676	326	4,695	15,481	412,966	58	249

GENERAL TABLE NO. IIIB.—*Return of European Colleges, Schools and Scholars in Burma*

Class of Institutions.	Under Public							
	Managed by Government.				Managed by District or Municipal Boards.			
	Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
Arts Colleges.								
Collegiate Education. English — For boys	...	...	...	...	...	...	...	...
Collegiate Education. English — For girls	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...
Secondary Schools.								
School Education, General. For boys — High Schools, English	1	156	149	135	...	...	...	...
School Education, General. For boys — Middle Schools, English	...	...	...	...	...	...	...	...
School Education, General. For girls — High Schools, English	...	...	...	...	...	...	...	...
School Education, General. For girls — Middle Schools, English	...	...	...	...	...	...	...	...
Total	1	156	149	135	...	...	...	...
Upper Primary Schools.								
School Education, General. For boys	...	...	...	...	...	...	...	...
School Education, General. For girls	...	...	...	...	...	...	...	...
Lower Primary Schools.								
School Education, General. For boys	...	...	...	...	...	...	...	...
School Education, General. For girls	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...
Schools for Special Instruction.								
School Education, Special. Industrial Schools (girls)	...	...	...	...	...	...	...	...
School Education, Special. Other Schools (girls)	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...
Total of Public Institutions	1	156	149	135	...	...	...	...
Private Institutions	...	...	...	...	...	...	...	...
Total of Private Institutions	...	...	...	...	...	...	...	...
GRAND TOTAL	1	156	149	135	...	...	...	...

for the official year 1912-13 (Chap. VIII, para. 4; and Chap. IX, paras. 1 and 2).

Public Institutions.

Management.				Under Private Management.							
Managed by Native States.				Aided by Government or by District or Municipal Boards.				Unaided.			
Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
10	11	12	13	14	15	16	17	18	19	20	21
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	..	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	5	1,183	1,162	1,069	...	...	...	...
...	...	...	...	5	478	489	391	...	...	...	...
...	...	...	...	10	1,819	1,762	1,597	...	...	...	...
...	...	...	...	6	533	497	418	...	...	...	...
...	...	...	...	26	4,013	3,910	3,475	...	...	...	...
...	...	...	...	2	69	71	61	...	...	...	...
...	...	...	...	2	120	113	95	...	...	...	...
...	...	...	...	...	...	...	...	..	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	..	...	4	189	184	156	...	...	...	...
...	...	...	...	1	58	53	53	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1	58	53	53	...	...	...	...
...	...	...	...	31	4,260	4,147	3,684	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	31	4,260	4,147	3,684	...	...	...	...

GENERAL TABLE NO. IIIB.—*Return of European Colleges, Schools and*

Class of Institutions.	Grand total of Institutions.	Grand total of scholars on the 31st March.	Number of scholars on the 31st March learning		
			English.	A classical language.	A vernacular language.
1	22	23	24	25	26
Arts Colleges.					
Collegiate Education. — English — For boys	...	...	...	...	...
Collegiate Education. — English — For girls	...	...	...	...	...
Total	...	...	...	...	...
Secondary Schools.					
Secondary Education, Burma. — For boys — High Schools, English	6	1,339	1,339	219	881
Secondary Education, Burma. — For boys — Middle Schools, English	5	478	478	149	69
Secondary Education, Burma. — For girls — High Schools, English	10	1,819	1,818	392	343
Secondary Education, Burma. — For girls — Middle Schools, English	6	533	533	45	52
Total	27	4,169	4,168	805	1,345
Upper Primary Schools.					
Secondary Education, Burma. — For boys	2	69	69	...	21
Secondary Education, Burma. — For girls	2	120	120	...	...
Lower Primary Schools.					
Secondary Education, Burma. — For boys	...	...	...	...	...
Secondary Education, Burma. — For girls	...	...	...	...	...
Total	4	189	189	...	21
Schools for Special Instruction.					
School Education, Special. — Industrial Schools (girls)	1	58	58	...	...
School Education, Special. — Other Schools (girls)	...	...	...	...	...
Total	1	58	58	...	...
Total of Public Institutions	32	4,416	4,415	805	1,366
Private Institutions	...	...	...	...	...
Total of Private Institutions	...	...	...	...	...
GRAND TOTAL	32	4,416	4,415	805	1,366

Scholars in Burma for the official year 1912-13—concluded.

Classification of scholars on the 31st March according to race or creed.								Number of girls in boys' schools.	Number of boys in girls' schools.
Europeans and Eurasians.	Native Christians.	Hindus.		Mahommedans.	Buddhists.	Parsis.	Others.		
		Brahmans.	Non-Brahmans.						
27	28	29	30	31	32	33	34	35	36
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
1,173	20	...	2	35	71	19	19	...	...
326	7	3	...	12	14	...	116	166	...
1,587	26	9	6	9	76	23	83	...	387
496	7	1	1	10	14	...	4	...	117
3,582	60	13	9	66	175	42	222	166	504
57	...	...	...	1	1	...	10	34	...
111	2	...	...	...	2	4	1	...	54
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
168	2	...	...	1	3	4	11	34	54
45	13	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
45	13	...	...	...	...	...	...	...	...
3,795	75	13	9	67	178	46	233	200	558
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
3,795	75	13	9	67	178	46	233	200	558

GENERAL TABLE NO. IV.—*Return of Expenditure on Public Instruction*

Objects of expenditure.	Public						
	Under Public						
	Managed by Government.						
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate Education.							
Arts Colleges.							
English	76,396	...	...	27,881	...	...	1,04,277
Oriental	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.							
Law	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	..
Total	76,396	...	...	27,881	...	...	1,04,277
School Education—General.							
Secondary Schools.							
For boys — High Schools	1,54,092	...	...	1,16,166	...	...	2,70,258
For boys — Middle Schools English	91,244	...	...	69,371	...	...	1,60,615
For boys — Middle Schools Vernacular	48,121	...	...	5,511	...	...	53,632
For girls — High Schools	...	...	...	...	...	...	...
For girls — Middle Schools English	...	...	...	...	...	...	...
For girls — Middle Schools Vernacular	7,904	...	...	1,126	...	...	9,030
Total	3,01,361	...	...	1,92,174	...	...	4,93,535
Upper Primary Schools.							
For boys	12,350	...	...	484	...	...	12,834
For girls	...	...	...	...	...	...	...
Total	12,350	...	...	484	...	...	12,834
Lower Primary Schools.							
For boys	...	...	...	...	...	...	...
For girls	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Total Primary Schools	12,350	...	...	484	...	...	12,834
School Education—Special.							
Schools for Special Instruction.							
Training Schools for Masters	1,20,947	...	...	82	...	...	1,21,029
Training Schools for Mistresses	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...
Law Schools	5,160	...	...	840	...	...	6,000
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools	40,894	...	...	444	...	...	41,338
Technical and Industrial Schools	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...
Reformatory Schools	20,279	...	...	...	...	...	20,279
Other Schools	...	...	...	...	...	...	...
Total	1,87,280	...	...	1,366	...	...	1,88,646
Buildings	(a)3,27,087	...	...	...	...	...	3,27,087
Furniture and apparatus (special grants only)	...	...	...	...	...	...	...
Total	3,27,087	...	...	...	...	...	3,27,087
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	..	...	...	...
Medical Colleges	...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Upper Primary Schools	...	...	...	...	...	...	...
Lower Primary Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Total Expenditure on Public Instruction	9,04,474	...	...	2,21,905	...	...	11,26,379

(a) Exclusive of expenditure on

in Burma for the official year 1912-13 (Chapter XV, paragraph 1).

Institutions.

Management.

Managed by District or Municipal Boards.							Managed by Native States.						
Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native States revenues.	Local funds in Native States.	Municipal funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
17,888	..	9,190	27,988	...	...	55,066	...	...	...	...	...	...	...
13,495	2,185	8,774	23,331	...	...	47,785	...	...	...	...	...	...	...
...	17,319	...	3,584	..	...	20,903	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
31,383	19,504	17,964	54,903	...	...	1,23,754	...	...	...	...	...	...	...
...	2,912	...	213	...	...	3,125	...	...	...	...	...	...	...
...	821	...	...	...	...	821	...	...	...	...	...	...	...
...	3,733	...	213	...	...	3,946	...	...	...	...	...	...	...
...	1,121	...	58	...	...	1,179	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	1,121	...	58	...	...	1,179	...	...	...	...	...	...	...
...	4,854	...	271	...	...	5,125	...	...	...	...	...	...	...
...	...	..	...	..	...	...	...	...	...	...	...	...	...
...	..	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	2,463	7,999	...	...	...	10,462	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	2,463	7,999	...	...	...	10,462	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	..	...	...	...	..
...	...	...	...	...	...	...	...	...	..	...	...	...	...
...	...	...	...	...	...	...	...	...	...	..	...	...	...
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...	...	...	...	...	...	...	...	...	..	...	...	..	...
31,383	26,821	25,963	55,174	...	...	1,39,341	...	...	...	...	...	...	...

Survey School Buildings.

GENERAL TABLE NO. IV.—*Return of Expenditure on Public*

Objects of expenditure.	Public						
	Under Private						
	Aided by Government or by District or Municipal Boards.						
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	23	24	25	26	27	28	29
Collegiate Education.							
Arts Colleges.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
English	6,000	...	...	3,268	...	33,443	42,711
Oriental	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.							
Law	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...
Total ...	6,000	...	...	3,268	...	33,443	42,711
Secondary Schools.							
For boys — High Schools	48,696	3,076	74,792	1,86,850	26,101	54,347	3,93,862
For boys — Middle Schools — English ...	1,17,145	6,525	86,413	2,86,685	48,145	16,451	5,61,364
For boys — Middle Schools — Vernacular	77,306	1,17,133	63,970	70,040	896	2,000	3,31,345
For girls — High Schools	60,281	...	7,742	85,654	4,697	27,726	1,86,100
For girls — Middle Schools — English ...	24,032	...	12,141	36,901	6,918	4,168	84,160
For girls — Middle Schools — Vernacular	13,198	6,243	13,273	7,783	735	1,430	42,662
Total ...	3,40,658	1,32,977	2,58,331	6,73,913	87,492	1,06,122	15,99,493
Upper Primary Schools.							
For boys	98,340	1,78,383	43,383	1,32,692	48,122	53,117	5,54,037
For girls	25,000	19,847	7,684	21,255	4,117	5,558	83,461
Total ...	1,23,340	1,98,230	51,067	1,53,947	52,239	58,675	6,37,498
Lower Primary Schools.							
For boys	36,553	58,368	6,039	38,168	7,305	14,256	1,60,709
For girls	11,321	6,869	1,261	6,810	2,600	3,239	32,100
Total ...	47,874	65,237	7,320	44,978	9,905	17,495	1,92,809
Total Primary Schools ...	1,71,214	2,63,467	58,387	1,98,925	62,144	76,170	8,30,307
Schools for Special Instruction.							
Training Schools for Masters ...	23,636	...	...	...	1,200	7,850	32,686
Training Schools for Mistresses ...	22,779	...	...	448	2,430	1,000	26,657
Schools of Arts	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	2,458	...	...	...	...	...	2,458
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...
Reformatory Schools	...	...	...	...	...	...	...
Other Schools	18,475	...	...	...	...	...	18,475
Total ...	67,348	...	...	448	3,630	8,850	80,276
Buildings	58,164	11,700	30,472	...	...	78,851	1,79,187
Furniture and apparatus (special grants only)...	6,141	100	2,556	...	...	8,797	17,594
Total ...	64,305	11,800	33,028	...	...	87,648	1,96,781
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...	...
Other Professional Colleges ...	...	...	...	...	...	...	...
Secondary Schools ...	...	...	...	...	...	...	...
Upper Primary Schools ...	...	...	...	...	...	...	...
Lower Primary Schools ...	...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction ...	6,49,525	4,08,244	3,49,746	8,76,554	1,53,266	3,12,233	27,49,568

(*b*) Exclusive of expenditure on Survey Schools.

(*c*) Rupees 337 represents the cost of the American Baptist Mission Bghai-Karen School for Boys at Toungoo, the balance is the cost of Girls' Schools.

Instruction in Burma for the official year 1912-13—concluded.

Institutions.										
Management.				Total expenditure from						
Unaided.								All other sources.		
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Private.	Public.	Total.
30	31	32	33	34	35	36	37	38	39	40
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	..	...	...	82,396	...	...	31,149	33,443	...	1,46,988
...	.	...	...	...	...	...	...	..	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	82,396	...	...	31,149	33,443	...	1,46,988
...	...	...	...	2,20,676	3,076	83,982	3,31,004	80,448	...	7,19,186
...	...	...	...	2,21,884	8,710	95,187	3,79,387	64,596	...	7,69,764
...	...	...	...	1,25,427	1,34,452	63,970	79,135	2,896	...	4,05,880
...	...	...	...	60,281	...	7,742	85,654	32,423	...	1,86,100
...	...	...	...	24,032	...	12,141	36,901	11,086	...	84,160
...	...	...	...	21,102	6,243	13,273	8,909	2,165	...	51,692
...	...	...	...	6,73,402	1,52,481	2,76,295	9,20,990	1,93,614	...	22,16,782
...	...	...	...	1,10,690	1,81,295	43,383	1,33,389	1,01,239	...	5,69,996
...	...	...	...	25,000	20,668	7,684	21,255	9,675	...	84,282
...	...	...	...	1,35,690	2,01,963	51,067	1,54,644	1,10,914	...	6,54,278
...	...	...	...	36,553	59,489	6,059	38,226	21,561	...	1,61,888
...	...	...	...	11,321	6,869	1,261	6,810	5,839	...	32,100
...	...	...	...	47,874	66,358	7,320	45,036	27,400	...	1,93,988
...	...	...	...	1,83,564	2,68,321	58,387	1,99,680	1,38,314	...	8,48,266
...	...	...	...	1,44,583	...	...	82	9,050	...	1,53,715
...	...	...	...	22,779	...	...	448	3,430	...	26,657
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	5,160	...	...	840	...	...	6,000
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	(b) 40,894	...	...	444	...	...	41,338
...	...	...	...	2,458	...	...	...	...	...	(c) 2,458
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	20,279	...	...	...	...	...	20,279
...	...	...	...	18,475	...	...	...	...	...	18,475
...	...	...	...	2,54,628	...	...	1,814	12,480	...	2,68,922
...	...	...	...	3,85,251	14,163	38,471	...	78,851	...	5,16,736
...	...	...	...	6,141	100	2,556	...	8,797	...	17,594
...	...	...	...	3,91,392	14,263	41,027	...	87,648	...	5,34,330
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	76,445	...	...	...	...	...	76,445
...	...	...	...	3,99,157	...	...	...	...	...	3,99,157
...	...	...	...	9,672	...	...	...	80	...	9,752
...	...	...	...	11,871	...	...	...	...	...	11,871
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	21,068	...	...	...	...	...	21,068
...	...	...	...	9,899	...	...	...	...	...	9,899
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	(d) 3,780	...	...	...	152	...	3,932
...	...	...	...	(e) 1,14,301	8,825	12,049	4,99,662	1,53,897	...	7,88,734
...	...	...	...	6,46,193	8,825	12,049	4,99,662	1,54,129	...	13,20,858
...	...	...	...	22,31,575	(f) 4,43,890	(g) 3,87,758	16,53,295	6,19,628	...	53,36,146

(*d*) Exclusive of Survey Scholarships.
(*e*) Includes expenditure on Hostels or Boarding-houses.
(*f*) Inclusive of Rs. 14,661 being Provincial contribution to District Cess Funds for educational purposes.
(*g*) Inclusive of Rs. 29,626 being Provincial contribution to Municipalities for educational purposes.

GENERAL TABLE NO. IV(*a*).—*Return of Expenditure on European Colleges*

Objects of expenditure.	Public						
	Under Public						
	Managed by Government.						
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.							
Collegiate Education. — English .. For boys	...	...	...	...	...	...	...
Collegiate Education. — English .. For girls	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Secondary Schools.							
School Education—General. — For boys — High Schools, English	21,679	...	...	6,756	...	..	28,435
School Education—General. — For boys — Middle Schools, English	...	...	...	...	...	...	...
School Education—General. — For girls — High Schools, English	...	...	...	...	...	...	...
School Education—General. — For girls — Middle Schools, English	...	...	...	...	...	...	...
Total	21,679	...	...	6,756	...	...	28,435
Upper Primary Schools.							
School Education—General. — For boys	...	...	...	...	...	...	...
School Education—General. — For girls	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Lower Primary Schools.							
School Education—General. — For boys	...	...	...	...	...	...	...
School Education—General. — For girls	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Schools for Special Instruction.							
School Education—Special. — Industrial Schools	...	...	...	...	...	...	...
School Education—Special. — Other Schools	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Buildings	3,485	...	...	...	...	...	3,485
Furniture and apparatus (special grants only)	...	...	...	...	...	...	...
Total	3,485	...	...	...	...	...	3,485
Scholarships. — Arts Colleges	...	...	...	...	...	...	...
Scholarships. — Secondary Schools	...	...	...	...	...	...	...
Scholarships. — Primary Schools	...	..	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Total Expenditure on European Colleges and Schools	25,164	...	...	6,756	...	...	31,920

and Schools in Burma for the official year 1912-13.

Institutions.													
Management.													
Managed by District or Municipal Boards.							Managed by Native States.						
Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native States revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...

GENERAL TABLE NO. IV(*a*).—*Return of Expenditure on European Colleges*

Objects of expenditure.	Public						
	Under Private						
	Aided by Government or by District or Municipal Boards.						
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	23	24	25	26	27	28	29
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate Education.							
Arts Colleges.							
English ... For boys	...	...	...	...	...	...	...
English ... For girls	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
School Education—General.							
Secondary Schools.							
For boys ... High Schools, English ...	32,515	...	...	41,586	2,256	3,304	79,661
For boys ... Middle Schools, English...	12,813	...	...	14,637	14,606	2,667	44,723
For girls ... High Schools, English ...	54,667	...	...	66,144	3,939	27,726	1,52,476
For girls ... Middle Schools, English...	16,132	...	2,160	14,126	3,919	2,368	38,705
Total ...	1,16,127	...	2,160	1,36,493	24,720	36,065	3,15,565
Upper Primary Schools.							
For boys	1,334	...	...	1,821	2,700	...	5,855
For girls	2,598	...	...	3,276	432	...	6,306
Total ...	3,932	...	...	5,097	3,132	...	12,161
Lower Primary Schools.							
For boys	...	...	...	...	...	...	...
For girls	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
School Education—Special.							
Schools for Special Instruction.							
Industrial Schools	1,346	...	...	...	...	...	1,346
Other Schools	...	...	...	...	...	...	...
Total ...	1,346	...	...	...	...	...	1,346
Buildings	8,886	...	...	...	...	8,886	17,772
Furniture and apparatus (special grants only),..	5,013	...	...	...	...	5,013	10,026
Total ...	13,899	...	...	...	...	13,899	27,798
Scholarships.							
Arts Colleges	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Total Expenditure on European Colleges and Schools.	1,35,304	...	2,160	1,41,590	27,852	49,964	3,56,870

and Schools in Burma for the official year 1912-13—concluded.

Institutions.										
Management.				Total expenditure from						
Unaided.										
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	All other sources.		Grand Total.
								Private.	Public.	
30	31	32	33	34	35	36	37	38	39	40
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	54,194	...	...	48,342	5,560	...	1,08,096
...	...	...	...	12,813	...	...	14,637	17,273	...	44,723
...	...	...	...	54,667	...	...	66,144	31,665	...	1,52,476
...	...	...	...	16,132	...	2,160	14,126	6,287	...	38,705
...	...	...	...	1,37,806	...	2,160	1,43,249	60,785	...	3,44,000
...	...	...	...	1,334	...	...	1,821	2,700	...	5,855
...	...	...	...	2,598	...	...	3,276	432	...	6,306
...	...	...	...	3,932	...	...	5,097	3,132	...	12,161
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1,346	...	...	...	...	...	1,346
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1,346	...	...	...	...	...	1,346
...	...	...	...	12,371	...	...	...	8,886	...	21,257
...	...	...	...	5,013	...	...	...	5,013	...	10,026
...	...	...	...	17,384	...	...	...	13,899	...	31,283
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	11,032	...	...	...	...	...	11,032
...	...	...	...	4,246	...	...	...	...	...	4,246
...	...	...	...	19,934	...	...	1,88,841	7,720	...	2,16,495
...	...	...	...	35,212	...	...	1,88,841	7,720	...	2,31,773
...	...	...	...	1,95,680	...	2,160	3,37,187	85,536	...	6,20,563

GENERAL TABLE NO. V.—*Return of the stages of Instruction of Pupils in Public Schools for General* Chapter V, para. 3; and

Class of Schools.			Number of schools.	Number of pupils on the rolls on 31st March.	High stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle stage) but have not passed the Matriculation Examination.			Middle stage. Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed the Lower Secondary Middle stage.		
					1			2		
					Boys.	Girls.	Total.	Boys.	Girls	Total.
SECONDARY SCHOOLS.										
For boys	Government	English ...	29	5,657	400	4	404	2, 06	14	2,120
		Vernacular	26	2,485	2	...	2	348	20	368
	District Boards	English ...	1	81	...	...	...	3	...	3
		Vernacular	13	1,039	...	...	...	142	5	147
	Municipal	English ...	7	1,586	101	1	102	653	2	655
		Vernacular	...	...	...	..	...	...	...	...
	Native States	English ...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided	English ...	84	17,145	736	17	753	5,421	301	5,722
		Vernacular	765	56,124	31	...	31	5,617	384	6,001
	Unaided	English ...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
Total		..	925	84,117	1,270	22	1,292	14,290	726	15,016
For girls	Government	English ...	...	...	...	...	...	...	...	...
		Vernacular	4	314	...	...	...	...	22	22
	District Boards	English ...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	..
	Municipal	English ...	...	...	...	...	...	...	...	..
		Vernacular	...	...	...	...	...	...	...	...
	Native States	English ..	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided	English ...	28	4,149	...	16	126	52	739	791
		Vernacular	65	5,073	...	...	...	149	167	316
	Unaided	English ...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
Total		...	97	9,566	...	126	126	201	928	1,129
Total Secondary Schools		...	1,022	93,683	1,270	148	1,418	14,491	1,654	16,145
UPPER PRIMARY SCHOOLS.										
For boys	Government	... ...	7	439	...	...	...	...	...	...
	District Boards	... ...	4	214	...	...	...	...	...	...
	Municipal	... ...	...	...	...	...	...	...	...	...
	Native States	... ...	...	...	..	...	...	...	...	...
	Aided	... ...	2,638	105,932	...	...	...	...	...	...
	Unaided	... ...	...	...	...	...	...	...	...	...
Total		...	2,669	106,585	...	...	...	...	...	...
Carried over		...	2,669	106,585	...	...	..	...	...	...

Education in Burma for the official year 1912-13 (Chap. I, para. 2; Chap. IV, paras. 2 and 5; Chap. VIII, para. 2).

Upper Primary stage.			Lower Primary stage.						Total.		
Comprising all pupils who have passed the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Comprising all pupils who have not passed beyond the Lower Primary stage.								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
2,039	31	2,070	1,021	42	1,063	...	...	...	5,566	91	5,657
438	82	520	1,087	508	1,595	...	...	...	1,875	610	2,485
78	...	78	...	...	...	...	...	...	81	..	81
223	25	248	511	133	644	...	...	...	876	163	1,039
620	...	620	208	1	209	..	....	...	1,582	4	1,586
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
5,817	612	6,429	3,586	655	4,241	...	...	...	15,560	1,585	17,145
10,044	1,791	11,835	26,753	11,504	38,257	...	...	...	42,445	13,679	56,124
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
19,259	2,541	21,800	33,166	12,843	46,009	...	...	...	67,985	16,132	84,117
...	...	...	...	...	...	...	...	...	...	...	...
...	78	78	29	215	244	...	...	...	29	315	344
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
306	836	1,142	772	1,318	2,090	...	...	...	1,130	3,019	4,149
435	454	889	1,608	2,260	3,868	...	...	...	2,192	2,881	5,073
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
741	1,368	2,109	2,409	3,793	6,202	...	...	...	3,351	6,215	9,566
20,000	3,909	23,909	35,575	16,636	52,211	...	...	...	71,336	22,347	93,683
38	12	50	274	115	389	...	...	...	312	127	439
33	8	41	104	69	173	...	...	...	137	77	214
...	...	...	...	...	...	...	...	...	...	...	...
...	...	..	...	...	...	...	...	...	...	...	...
15,324	3,494	18,818	59,982	27,132	87,114	...	...	...	75,306	30,626	105,932
...	...	...	...	...	...	...	...	...	...	...	...
15,395	3,514	18,909	60,360	27,316	87,676	...	...	...	75,755	30,830	106,585
15,395	3,514	18,909	60,360	27,316	87,676	...	...	...	75,755	30,830	106,585

GENERAL TABLE NO. V.—*Return of the stages of Instruction of Pupils in Public*

Class of Schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle stage) but have not passed the Matriculation Examination. 1			Middle stage. Comprising all pupils who have passed beyond the Upper Primary stage but have not passed the Lower Secondary Middle stage. 2		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
Brought forward ...	2,669	106,585	...	...	...	...	...	...
UPPER PRIMARY SCHOOLS—concld								
For girls { Government ...	1	54	...	...	...	...	...	...
For girls { District Boards ..	1	34	...	...	...	...	..	...
For girls { Municipal ...	...	...	...	...	...	...	...	...
For girls { Native States ...	...	...	...	...	...	...	...	...
For girls { Aided ...	285	12,692	...	...	...	...	...	...
For girls { Unaided ...	...	...	...	...	...	...	...	...
Total ...	287	12,780	...	...	...	...	...	...
Total, Upper Primary Schools ...	2,956	119,365	...	...	...	...	...	...
LOWER PRIMARY SCHOOLS.								
For boys { Government ...	...	...	...	...	...	...	...	...
For boys { District Boards ...	1	94	...	...	...	...	...	...
For boys { Municipal ...	...	...	...	...	...	...	...	...
For boys { Native States ...	...	...	...	...	...	...	...	...
For boys { Aided ...	2,063	55,958	...	...	...	...	...	...
For boys { Unaided ...	...	...	...	...	...	...	...	...
Total ...	2,064	56,052	...	...	...	...	...	...
For girls { Government ...	...	...	...	...	...	...	...	...
For girls { District Boards ...	..	...	...	...	...	...	...	...
For girls { Municipal ...	...	...	...	...	...	...	...	...
For girls { Native States ...	...	...	...	...	...	...	...	..
For girls { Aided ...	301	8,939	...	...	...	...	...	...
For girls { Unaided ...	...	...	...	...	...	...	...	...
Total ...	301	8,939	...	...	...	...	...	...
Total, Lower Primary Schools ...	2,365	64,991	...	...	...	...	...	...
Total, Upper and Lower Primary Schools	5,321	184,356	...	...	..	...	...	...
GRAND TOTAL ...	6,343	278,039	1,270	148	1,418	14,491	1,654	16,145

Schools for General Education in Burma for the official year 1912-13—concluded.

Upper Primary stage.			Lower Primary stage.								
Comprising all pupils who have passed the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Comprising all pupils who have not passed beyond the Lower Primary stage.						Total.		
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
15,395	3,514	18,909	60,360	27,316	87,676	..	...	...	75,755	30,830	106,585
...	6	6	13	35	48	...	...	...	13	41	54
1	...	1	13	20	33	...	...	...	14	20	34
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
850	1,074	1,924	4,346	6,422	10,768	...	...	...	5,196	7,496	12,692
...	...	...	...	...	...	...	...	...	...	...	...
851	1,080	1,931	4,372	6,477	10,849	...	...	...	5,223	7,557	12,780
16,246	4,594	20,840	64,732	33,793	98,525	...	...	...	80,978	38,387	119,365
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	48	46	94	...	...	...	48	46	94
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	43,078	12,880	55,958	...	...	...	43,078	12,880	55,958
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	43,126	12,926	56,052	...	...	...	43,126	12,926	56,052
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	2,773	6,166	8,939	...	...	...	2,773	6,166	8,939
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	2,773	6,166	8,939	...	...	...	2,773	6,166	8,939
...	...	...	45,899	19,092	64,991	...	...	...	45,899	19,092	64,991
16,246	4,594	20,840	110,631	52,885	163,516	...	...	...	126,877	57,479	184,356
36,246	8,503	44,749	146,206	69,521	215,727	...	...	...	198,213	79,826	278,039

GENERAL TABLE NO. VA.—*Return of the stages of instruction of pupils in Public European Schools for* and Chap. IX

Class of Institutions.	Number of schools.	Number of pupils on rolls on the 31st March.	High stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle stage) but have not passed the Matriculation Examination.			Middle stage. Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (Middle stage).		
			1			2		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.								
For boys { Government	1	156	19	...	19	67	...	67
For boys { Aided	10	1,661	89	...	89	408	16	424
Total ...	11	1,817	108	...	108	475	16	491
For girls { Government	...	...	...	...	...	...	...	...
For girls { Aided	16	2,352	...	108	108	17	464	481
Total ...	16	2,352	...	108	108	17	464	481
Total Secondary Schools ...	27	4,169	108	108	216	492	480	972
UPPER PRIMARY SCHOOLS.								
For boys { Government	...	...	...	...	...	...	...	...
For boys { Aided	2	69	...	...	...	...	...	...
Total ...	2	69	...	...	...	...	...	...
For girls { Government	...	...	...	...	...	...	...	...
For girls { Aided	2	120	...	...	...	...	...	...
Total ...	2	120	...	...	...	...	...	...
LOWER PRIMARY SCHOOLS.								
For boys { Government	...	...	...	...	...	...	...	...
For boys { Aided	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...
For girls { Government	...	...	...	...	...	...	...	...
For girls { Aided	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...
Total Primary Schools ...	4	189	...	...	...	...	...	...
GRAND TOTAL ...	31	4,358	108	108	216	492	480	972

general education in Burma for the official year 1912-13 (Chap. IV, para 2; Chap. VIII, para. 2; para. 3).

Upper Primary stage.			Lower Primary stage.						Total.		
Comprising all pupils who have passed the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Comprising all pupils who have not passed beyond the Lower Primary stage.								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
37	...	37	33	...	33	...	...	...	156	...	156
478	37	515	520	113	633	...	..	...	1,495	166	1,661
515	37	552	553	113	666	...	...	...	1,651	166	1,817
...	...	...	...	...	...	...	...	...	...	...	...
66	436	502	421	840	1,261	...	...	...	504	1,848	2,352
66	436	502	421	840	1,261	...	...	...	504	1,848	2,352
581	473	1,054	974	953	1,927	...	...	...	2,155	2,014	4,169
...	...	...	...	...	...	...	...	...	...	...	
9	7	16	26	27	53	..	...	...	35	34	69
9	7	16	26	27	53	...	..	...	35	34	69
...	...	...	...	...	...	...	...	...	...	...	...
8	17	25	46	49	95	...	...	...	54	66	120
8	17	25	46	49	95	...	...	...	54	66	120
...	...	...	..	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
17	24	41	72	76	148	...	...	...	89	100	189
598	497	1,095	1,046	1,029	2,075	...	...	...	2,244	2,114	4,358

GENERAL TABLE NO. VI.—*Return showing the results of prescribed examinations in Burma during the* para. 4; and

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students and teachers.	Total.
1	2	3	4	5	6	7	8	9	10
ARTS COLLEGES—									
1. Master of Arts	...	...	...	...	...	...	...	...	...
2. Bachelor of Arts	1	1	...	2	40	5	...	2	47
3. Bachelor of Science	...	...	...	...	...	...	...	...	...
4. First B.A.	...	...	...	...	...	...	...	...	...
4. First B.Sc.	...	...	...	...	...	...	...	...	...
4. First Arts and Intermediate examinations	1	1	...	2	101	12	...	13	126
4. Intermediate Science	1	...	...	1	9	...	...	...	9
4. Previous examinations	...	...	...	...	...	...	...	...	...
ORIENTAL COLLEGES—									
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit	...	...	...	...	...	...	...	...	...
3. Honours in Arabic	...	...	...	...	...	...	...	...	...
3. Honours in Persian	...	...	...	...	...	...	...	...	...
3. Honours in Urdu	...	...	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...
4. High Proficiency in Arabic	...	...	...	...	...	...	...	...	...
4. High Proficiency in Persian	...	...	...	...	...	...	...	...	...
4. High Proficiency in Urdu	...	...	...	...	...	...	...	...	...
5. Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...
5. Proficiency in Arabic	...	...	...	...	...	...	...	...	...
5. Proficiency in Persian	...	...	...	...	...	...	...	...	...
5. Proficiency in Urdu	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING—									
Law—									
1. Doctor of Law	...	...	...	...	...	...	...	...	...
2. Bachelor of Law	...	...	...	...	...	...	...	...	...
Medicine—									
1. M.D.	...	...	...	...	...	...	...	...	...
2. M.B.	...	...	...	...	...	...	...	...	...
3. L.M.S.	...	...	...	...	...	...	...	...	...
4. First M.B.	...	...	...	...	...	...	...	...	...
4. First L.M.S.	...	...	...	...	...	...	...	...	...
Engineering—									
1. M.C.E.	...	...	...	...	...	...	...	...	...
2. B.C.E.	...	...	...	...	...	...	...	...	...
3. L.C.E.	...	...	...	...	...	...	...	...	...
4. First L.C.E.	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...
Schools for General Education—									
1. Matriculation ... For boys	5	7	...	12	104	150	...	21	275
1. Matriculation ... For girls	...	...	...	...	...	...	...	...	...
2. High School Examination for Europeans. For boys	1	4	...	5	3	21	...	...	24
2. High School Examination for Europeans. For girls	...	9	...	9	...	28	...	1	29
3. Middle English Examination ... For boys	37	83	...	120	2,585	5,066	...	30	7,681
3. Middle English Examination ... For girls	...	28	...	28	..	654	...	...	654
4. Middle Vernacular Examination ... For boys	38	759	...	797	508	5,305	...	739	6,642
4. Middle Vernacular Examination ... For girls	4	60	...	64	17	300	...	...	317
5. Upper Primary Examination ... For boys	85	3,302	...	3,387	3,100	32,416	...	36	35,552
5. Upper Primary Examination ... For girls	6	360	...	366	75	3,375	...	...	3,450
6. Lower Primary Examination ... For boys	82	4,881	...	4,963	2,904	128,998	...	1	131,903
6. Lower Primary Examination ... For girls	6	571	...	577	205	17,189	...	...	17,394
7. Public Service Certificate Examination. English	...	...	...	...	...	...	...	46	46
7. Public Service Certificate Examination. Vernacular									
8. Teachers' Examination for students outside Training Schools.	20	913	...	933	26	1,077	...	5	1,108
Schools for Special Education—									
1. Training School Examinations for Masters. Upper	6	2	...	8	60	8	...	...	68
1. Training School Examinations for Masters. Lower (a)	7	4	...	11	102	65	...	...	167
2. Training School Examinations for Mistresses Upper	...	2	...	2	...	9	...	...	9
2. Training School Examinations for Mistresses Lower (a)	...	5	...	5	...	53	...	...	53
3. Schools of Arts Examination	...	...	...	...	...	...	...	...	...
4. Vernacular Medical Examination	...	...	...	...	...	...	...	...	...
5. Examination in Engineering	1	...	...	1	32	...	...	...	32
6. Examination in Surveying	...	...	...	...	...	...	...	...	...
7. Industrial School Examination	...	...	...	...	...	...	...	...	...
8. Commercial School Examination	...	...	...	...	...	...	...	...	...
9. Agricultural School Examination	...	...	...	...	...	...	...	...	...
10. Sanskrit Title School Examination	...	...	...	...	...	...	...	...	...
11. Madrasa Central Examination	...	...	...	...	...	...	...	...	...
12. Other Schools' Examination	...	...	...	...	...	...	...	...	...
Anglo-Vernacular High School Final Examination. For Boys	9	9	...	18	66	74	...	9	169
Anglo-Vernacular High School Final Examination. For Girls	...	...	...	...	...	...	...	...	...

(a) Only one examination was held for the Anglo-Vernacular Primary and Middle School certificates: separate figures for Vernacular Primary Grade.

official year 1912-13 (Chap. III, paras. 2, 3 and 5; Chap. IV, para. 9; Chap. VIII, para. 3; Chap. IX, Chap. X, para. 4).

Number passed.					Race or creed of passed scholars.							
Institutions under Public management.	Aided institutions.	Other institutions.	Private students and teachers.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.		Mahomedans.	Buddhists.	Parsis.	Others.
							Brahmans.	Non-Brahmans.				
11	12	13	14	15	16	17	18	19	20	21	22	23
..	...	...	...	...	...	...	...	...	...	...		...
25	3	...	1	29	9	4	...	...	...	15		1
...	...	...	...	...	...	...	...	...	...	...		...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
66	9	...	9	84	14	9	...	..	4	57	...	...
7	...	...	...	7	2	...	...	4	...	1	...	...
...	..	...	...	..	...	...	...	..	..	...	...	...
...	...	...	...	...	...	...	...	...	...

GENERAL TABLE NO. VII.—*Return showing the distribution of Local Fund and*

Objects of expenditure.				In Institu			
				Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1				2	3	4	5
Collegiate Education	*Arts Colleges.*						
	English		...	...	...	...	...
	Oriental		...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.						
	Law		...	...	...	...	...
	Medicine		...	...	...	...	...
	Engineering		...	...	...	...	...
	Teaching		...	...	...	...	...
	Agriculture		...	...	...	...	...
		Total	...	...	...	...	...
School Education—General.	*Secondary Schools.*						
	For boys — High Schools		...	...	...	...	...
	For boys — Middle Schools	English	...	1	81	81	60
		Vernacular	...	13	1,039	1,039	1,039
	For girls — High Schools		...	...	...	...	...
	For girls — Middle Schools	English	...	...	...	...	...
		Vernacular	...	...	...	...	...
		Total	...	14	1,120	1,120	1,099
	Upper Primary Schools.						
	For boys		...	4	214	214	214
	For girls		...	1	34	34	34
		Total	...	5	248	248	248
	Lower Primary Schools.						
	For boys		...	1	94	94	94
	For girls		...	...	...	...	...
		Total	...	1	94	94	94
School Education—Special	*Schools for Special Instruction.*						
	Training Schools for Masters		...	...	...	...	...
	Training Schools for Mistresses		...	...	...	...	...
	Schools of Art		...	...	...	...	...
	Law Schools		...	...	...	...	...
	Medical Schools		...	...	...	...	...
	Engineering and Surveying Schools		...	...	...	...	...
	Technical and Industrial Schools		...	...	...	...	...
	Commercial Schools		...	...	...	...	...
	Agricultural Schools		...	...	...	...	...
	Other Schools — Professional Schools		...	...	...	...	...
	Other Schools — Miscellaneous		...	...	...	...	...
		Total	...	...	...	...	...
Scholarships held in	*Inspection.*						
	Arts Colleges		...	...	...	...	...
	Medical Colleges		...	...	...	...	...
	Other Professional Colleges		...	...	...	...	...
	Secondary Schools		...	...	...	...	...
	Upper Primary Schools		...	...	...	...	...
	Lower Primary Schools		...	...	...	...	...
	Medical Schools		...	...	...	...	...
	Technical and Industrial Schools		...	...	...	...	...
	Other Special Schools		...	...	...	...	...
Buildings			...	...	...	...	...
Furniture and apparatus (*special grants only*)			...	...	...	...	...
Miscellaneous			...	...	...	...	...
		Total	...	...	...	...	...
		Grand Total	...	20	1,462	1,462	1,441

Municipal Expenditure on Public Instruction in Burma for the official year 1912-13.

Expenditure of Local Fund Boards on Public Instruction.										
tions managed by District Boards.							In Institutions managed by			Total District Fund expenditure on Public Instruction.
Provincial revenues.	District funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or associations.	
6	7	8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
	...									
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	3,076	3,076
...	2,185	...	1,246	...	...	3,431	...	...	6,525	8,710
...	17,319	...	3,584	...	...	20,903	...	...	1,17,133	1,34,452
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	6,243	6,243
...	19,504	...	4,830	...	...	24,334	...	...	1,32,977	1,52,481
...	2,912	...	213	...	...	3,125	...	...	1,78,383	1,81,295
...	821	...	...	...	...	821	...	...	19,847	20,668
...	3,733	...	213	...	...	3,946	...	...	1,98,230	2,01,963
...	1,121	...	58	...	...	1,179	...	...	58,368	59,489
...	...	...	...	...	...	...	...	...	6,869	6,869
...	1,121	...	58	...	...	1,179	...	...	65,237	66,358
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	2,463	...	...	...	...	2,463	...	...	11,700	14,163
...	...	...	...	...	...	...	...	...	100	100
...	...	...	...	...	...	...	...	...	8,825	8,825
...	2,463	...	...	...	...	2,463	...	...	20,625	23,088
...	26,821	...	5,101	...	...	31,922	...	...	4,17,069	4,43,890

GENERAL TABLE NO. VII.—*Return showing the distribution of Local Fund and Municipal*

Objects of expenditure.			Expenditure of						
			In Institutions managed						
			Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	Municipal funds.	District funds.
1			17	18	19	20	21	22	23
							Rs.	Rs.	Rs.
	Arts Colleges.								
Collegiate Education.	English	... ...	...	...	...	...	...	...	...
	Oriental	... ...	...	...	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.								
	Law	... ...	...	...	...	...	...	...	...
	Medicine	... ...	...	...	...	...	...	...	...
	Engineering	... ...	...	...	...	...	...	...	...
	Teaching	... ...	...	...	...	...	...	...	...
	Agriculture	... ...	...	...	...	...	...	...	...
		Total ...	...	...	...	...	...	...	...
	Secondary Schools.								
School Education—General.	For boys	High Schools	2	854	876	786	17,888	9,190	...
		Middle Schools English	5	732	720	635	13,495	8,774	...
		Middle Schools Vernacular	...	...	...	...	...	...	...
	For girls	High Schools	...		...	...	...	...	...
		Middle Schools English ...	...	...	...	...	...	...	...
		Middle Schools Vernacular..	...	...	...	...	...	...	...
		Total ..	7	1,586	1,596	1,421	31,383	17,964	...
	Upper Primary Schools.								
	For boys	... ...	...	...	...	...	...	...	...
	For girls	.. ..	...	...	...	...	...	...	...
		Total ..	...	...	...	...	...	...	...
	Lower Primary Schools.								
	For boys	... ...	...	...	...	...	...	...	...
	For girls	.. ..	...	...	...	...	...	...	...
		Total ..	..	...	...	...		...	...
	Schools for Special Instruction.								
School Education—Special.	Training Schools for Masters ...	...	...	...	...	...	...	...	...
	Training Schools for Mistresses	...	...	...	...	...	...	...	...
	Schools of Art	...	...	...	...	...	...	...	...
	Law Schools ...	...	...	...	...	...	...	...	...
	Medical Schools ...	...	..	...	...	...	...	...	...
	Engineering and Surveying Schools	...	...	...	...	...	...	...	...
	Technical and Industrial Schools	...	...	...	...	...	...	...	...
	Commercial Schools ...	...	...	...	...	...	...	...	...
	Agricultural Schools ...	...	...	...	...	...	...	...	...
	Other Schools Professional Schools	...	...	...	...	...	...	...	...
	Other Schools Miscellaneous	...	...	...	...	...	...	...	...
		Total ...	...	...	...	...	..	...	...
	Inspection.								
Scholarships held in	Arts Colleges	...	...	...	...	...		...	...
	Medical Colleges	...	...	...	...	...		...	...
	Other Professional Colleges ...	...	...	...	...	...	...	...	...
	Secondary Schools	...	...	...	...	...	...		..
	Upper Primary Schools ...	...	...	...	...	...		...	..
	Lower Primary Schools ...	...	...	...	...	...	...	...	...
	Medical Schools	...	...	...	...	...	...	..	...
	Technical and Industrial Schools	...	...	...	...	...	...	...	...
	Other Special Schools ...	...	...	...	...	...	...	...	...
Buildings		...	...	...	...	...	...	7,999	...
Furniture and apparatus (special grants only) ...		...	...	..	...	...	...	...	...
Miscellaneous		...	...	...	...	...	...	...	...
		Total ...	...	...	...	..	...	7,999	...
		Grand Total ...	7	1,586	1,596	1,421	31,383	25,963	...

Expenditure on Public Instruction in Burma for the official year 1912-13—concluded.

Municipal Boards on Public Instruction.									
by Municipal Boards.				In Institutions managed by					
Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	District Boards.	Private persons or associations.	Total Municipal expenditure on Public Instruction.	Total expenditure of Local Fund and Municipal Boards on Public Instruction.	Remarks.
24	25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
27,988	...	...	55,066	...	...	74,792	83,982	87,058	
22,085	...	...	44,354	...	...	86,413	95,187	1,03,897	
...	...	...	...	...	...	63,970	63,970	1,98,422	
...	...	...	...	...	...	7,742	7,742	7,742	
...	...	...	...	...	...	12,141	12,141	12,141	
...	...	...	...	...	...	13,273	13,273	19,516	
50,073	...	...	99,420	...	...	2,58,331	2,76,295	4,28,776	
...	...	...	...	...	...	43,383	43,383	2,24,678	
...	...	...	...	...	...	7,684	7,684	28,352	
...	...	...	...	...	...	51,067	51,067	2,53,030	
...	...	...	...	...	...	6,059	6,059	65,548	
...	...	...	...	...	...	1,261	1,261	8,130	
...	...	...	...	...	...	7,320	7,320	73,678	
...	...	...	...	...	...	...	...	...

GENERAL TABLE NO. VIII.—*Return showing the Attendance and Expenditure in Hostels or Boarding-Houses for the official year* 1912-13 (Chap. XIII, paragraph 8).

Class of hostels or boarding-houses.	Number of		Number of boarders who are students of					Expenditure from				
	Hostels or boarding-houses.	Boarders.	Arts Colleges.	Secondary Schools.	Upper Primary Schools.	Lower Primary Schools.	Special Schools.	Provincial Revenues.	Local and Municipal Funds.	Subscriptions and endowments.	Fees.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13
For Males.								Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government ...	11	1,024	136	426	230	47	185	3,290	...	695	92,938	96,923
Managed by Local or Municipal Boards.	2	17	...	11	6	...	...	...	...	...	2,424	2,424
Aided by Government or by Local or Municipal Boards.	80	4,339	20	1,699	1,524	1,056	40	6,674	3,754	53,111	2,39,152	3,02,691
Unaided	57	1,228	...	792	303	133	...	...	...	31,895	...	31,895
Total ...	150	6,608	156	2,928	2,063	1,236	225	9,964	3,754	85,701	3,34,514	4,33,933

Class of hostels or boarding-houses.	Number of		Number of boarders who are students of					Expenditure from				
	Hostels or boarding-houses.	Boarders.	Arts Colleges.	Secondary Schools.	Upper Primary Schools.	Lower Primary Schools.	Special Schools.	Provincial Revenues.	Local and Municipal Funds.	Subscriptions and endowments.	Fees.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13
For Females.								Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government ...	...	...	...	...	...	...	...	...	...	...	...	...
Managed by Local or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	...
Aided by Government or by Local or Municipal Boards.	60	2,686	...	864	727	886	209	36,379	7,114	42,584	1,65,148	2,51,225
Unaided	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	60	2,686	...	864	727	886	209	36,379	7,114	42,584	1,65,148	2,51,225
Grand Total ...	210	9,294	156	3,792	2,790	2,122	434	46,343	10,868	1,28,185	4,99,662	6,85,158

GENERAL TABLE NO. IX.—*Number and*

		In Primary Schools.					In Middle Schools.				
		Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.
1		2	3	4	5	6	7	8	9	10	11
In schools for Indians.	Teachers of Vernacular — Trained	20	...	...	949	...	139	...	...	511	...
	Teachers of Vernacular — Untrained	3	...	...	6,749	...	18	...	...	1,656	...
	Teachers of Vernacular — Total	23	...	...	7,698	...	147	...	...	2,167	...
	Anglo-Vernacular Teachers and Teachers of Classical Languages — Trained	99	...	29	305	...	98	...	27	250	...
	Anglo-Vernacular Teachers and Teachers of Classical Languages — Untrained	29	...	10	138	...	22	...	5	56	...
	Anglo-Vernacular Teachers and Teachers of Classical Languages — Total	128	...	39	443	...	120	...	32	306	...
	Anglo-Vernacular Teachers and Teachers of Classical Languages — Possessing a degree	1	...	...	2	...	8	...	...	21	...
	Anglo-Vernacular Teachers and Teachers of Classical Languages — Possessing no degree	127	...	39	441	..	112	...	32	285	...
	Anglo-Vernacular Teachers and Teachers of Classical Languages — Total	128	...	39	443	..	120	...	32	306	...
In schools for Europeans.	Trained	3	...	...	72	...	5	...	...	44	...
	Untrained	...	...	...	62	...	...	...	...	30	...
	Total	3	...	...	134	...	5	...	...	74	...
	Possessing a degree	...	...	...	3	...	...	...	..	10	...
	Possessing no degree	3	...	...	131	...	5	...	...	64	..
	Total	3	...	...	134	...	5	...	...	74	...
Grand Total of all Teachers		154	...	39	8,275	...	272	...	32	2,547	...

qualifications of Teachers, 1912-13.

In High Schools.					In Colleges.					Total.
Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	
12	13	14	15	16	17	18	19	20	21	22
144	...	...	23	...	...	...	...	...	...	1,776
198	...	...	10	...	...	...	...	...	...	8,634
342	...	...	33	...	...	...	...	...	...	10,410
25	...	4	43	...	...	...	...	..	...	880
10	...	4	8	...	15	...	...	9	...	306
35	...	8	51	...	15	...	...	9	...	1,186
13	...	2	15	...	13	...	...	9	...	84
22	...	6	36	...	2	...	...	...	..	1,102
35	...	8	51	...	15	...	...	9	...	1,186
2	...	...	24	...	...	...	...	...	...	150
...	...	...	10	...	...	...	...	...	...	102
2	...	...	34	...	...	...	...	...	..	252
2	...	...	7	...	...	...	...	...	...	22
...	...	...	27	...	...	...	...	...	...	230
2	...	...	34	...	...	...	...	.	..	252
379	...	8	118	...	15	...	...	9	...	11,848

GENERAL TABLE NO. X—*Classification by ages*, 1912-13.

Statement showing Pupils in European Schools on the 31st March 1913, classified by ages.

Ages.	Infants.	Primary.				Middle.			High.			Total.
		I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	
1	2	3	4	5	6	7	8	9	10	11	12	13
Below 5 ..	135	3	...	...	...	...	...	...	...	...	...	138
5 to 6 ...	240	34	1	...	...	...	...	...	...	...	...	275
6 to 7 ...	274	156	12	...	...	...	...	...	...	...	...	442
7 to 8 ...	73	224	80	7	...	...	...	...	...	...	...	384
8 to 9 ...	25	145	140	59	4	1	...	...	...	...	...	374
9 to 10 ...	8	93	173	117	37	...	...	...	...	...	...	428
10 to 11 ...	2	27	99	144	84	14	1	...	...	...	...	371
11 to 12 ...	1	21	38	108	113	65	13	4	...	...	...	363
12 to 13 ...	3	8	31	67	121	85	54	11	1	...	...	381
13 to 14 ...	2	3	20	57	86	105	83	28	9	2	...	395
14 to 15 ...	1	...	1	19	35	100	84	57	19	4	...	320
15 to 16 ...	...	1	1	7	20	30	70	63	21	11	4	228
16 to 17 ...	...	...	...	3	4	4	22	41	25	22	13	134
17 to 18 ...	...	...	...	...	2	3	8	20	10	13	14	70
18 to 19 ...	...	...	...	...	...	...	1	3	3	10	22	39
19 to 20 ...	...	...	...	...	1	...	...	2	2	1	8	14
Over 20 ...	...	...	...	...	...	...	...	...	1	...	1	2
Total ...	764	715	596	588	507	407	336	229	91	63	62	...
Totals ...	764	2,406				972			216			4,358

Statement showing Pupils in Anglo-Vernacular Schools on the 31st March 1913, classified by ages.

Ages.	Primary.				Middle.			High.			Arts Colleges affiliated to Universities.*						Total.
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	1	2	3	4	5	6	
Below 5 ...	111	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.	111
5 to 6 ...	508	32	3	...	...	...	...	...	...	...	...	...	...	...	...	...	543
6 to 7 ...	638	175	31	1	...	...	...	...	...	...	...	...	...	...	...	...	845
7 to 8 ...	604	408	148	25	...	...	...	...	...	...	...	...	...	...	...	...	1,185
8 to 9 ...	393	492	371	93	1	...	...	...	...	...	...	..	...	...	...	...	1,350
9 to 10 ...	284	506	587	299	24	3	...	...	...	...	...	...	...	...	...	...	1,703
10 to 11 ...	220	466	663	552	83	9	2	...	...	...	...	...	...	...	...	...	1,995
11 to 12 ...	149	415	716	803	250	71	6	...	...	...	...	...	...	...	..	...	2,410
12 to 13 ...	91	279	669	1,022	496	213	40	...	...	...	...	...	...	...	...	...	2,810
13 to 14 ...	57	175	507	883	671	322	145	7	..	...	...	...	...	..	...	...	2,767
14 to 15 ...	18	71	328	732	615	425	221	29	4	...	...	...	...	...		...	2,443
15 to 16 ...	5	46	195	475	518	472	370	86	27	3	...	...	...	...	...	...	2,197
16 to 17 ...	...	14	70	258	392	434	420	115	72	40	1	..	...	...	...	...	1,816
17 to 18 ...	2	5	32	132	220	303	381	117	82	65	17	..	...	...	..	...	1,356
18 to 19 ...	1	2	10	70	115	195	277	94	63	72	23	6	1	...	...	...	929
19 to 20 ...	...	...	6	28	56	107	218	68	52	47	38	19	8	...	...	...	647
Over 20 ...	1	1	1	7	21	52	171	51	34	41	45	106	34	46	...	...	611
Total ...	3,082	3,087	4,337	5,380	3,462	2,606	2,251	567	334	268	124	131	43	46	...	...	
Totals ...	15,886				8,319			1,169			344				...		25,718

* Excluding Training Colleges.

GENERAL TABLE NO. X.—*Classification by ages*, 1912-13—concluded.

Statement showing Pupils in Vernacular Schools on the 31*st March* 1913, *classified by ages.*

Ages.	Infants.	Primary.				Middle.			High.		Total.
		I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	
1	2	3		5	6	7	8	9	10	11	12
Below 5 ...	9,926	1,583	195	27	...	..	...	...	...	...	11,731
5 to 6 ...	21,761	3,785	369	38	1	...	...	...	...	...	25,954
6 to 7 ...	25,713	9,452	1,322	200	54	...	...	...	...	...	36,741
7 to 8 ...	9,943	16,802	4,416	1,062	181	...	...	...	...	...	32,404
8 to 9 ...	1,991	16,533	7,346	2,326	579	9	...	...	...	...	28,784
9 to 10 ...	960	13,977	9,358	4,209	1,378	41	1	...	...	...	29,924
10 to 11 ...	662	11,731	7,317	4,500	1,341	188	27	...	...	...	25,766
11 to 12 ...	306	8,338	5,448	3,810	2,344	390	71	8	...	...	20,715
12 to 13 ...	250	4,830	3,505	2,582	2,448	565	180	17	...	...	14,377
13 to 14 ...	158	2,846	2,398	1,595	1,800	768	304	68	...	...	9,937
14 to 15 ...	96	1,291	1,229	518	1,094	737	340	195	...	...	5,500
15 to 16 ...	49	452	493	362	598	509	377	251	3	1	3,095
16 to 17 ...	26	139	200	249	296	284	248	211	5	2	1,660
17 to 18 ...	14	59	84	94	116	134	135	256	7	4	903
18 to 19 ...	8	28	35	25	56	42	73	145	6	3	421
19 to 20 ...	4	7	13	13	12	24	35	117	...	...	225
Over 20 ...	7	12	16	10	19	4	16	84	2	...	170
Total ...	71,874	91,865	43,744	21,620	12,317	3,695	1,807	1,352	23	10	...
Totals ...	71,874	169,546				6,854			33		248,307

G. B. C. P. O.—No. 44, D. P. I., 10-11-1913—743—A. D. C.

REPORT

ON

PUBLIC INSTRUCTION IN BURMA

FOR THE YEAR 1913-14

RANGOON
OFFICE OF THE SUPERINTENDENT, GOVERNMENT PRINTING, BURMA.
1914

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REPORT

ON

PUBLIC INSTRUCTION IN BURMA

For the year 1913-14.

CHAPTER I.

PRELIMINARY.

Controlling Officer.

1. Mr. Wedderspoon acted as Director of Public Instruction during the year.

Statistics. Statements I and III.

2. Schools, public and private, have increased by three per cent. and pupils by ten per cent. The number of public institutions increased from 6,662 to 7,066, and the attendance from 282,433 to 324,085. Collegiate education shews what might be called a phenomenal advance, the attendance having increased from 344 to 453; while under the various heads, Secondary Education, Primary Education, Training Schools and Special Schools, very satisfactory progress has been made both in the number of schools and pupils. Secondary Schools have increased from 1,022 to 1,088 and the attendance from 93,683 to 105,524. This includes High Schools and Middle Schools, for boys and girls, European Anglo-Vernacular and Vernacular, and under all these heads there are substantial increases in attendance except for a slight falling off in girls attending European Middle Schools, and boys attending Anglo-Vernacular Middle Schools. Anglo-Vernacular High Schools for boys increased from 23 to 29 due to the carrying out of the policy to establish a High School at the headquarters of every district. Vernacular High Schools increased from 10 to 12, a small advance, but one shewing that higher vernacular education has its attractions. Vernacular Middle Schools rose from 863 to 921, an indication of steady progress in the raising of Primary Schools. At the Upper Primary stage schools have increased from 2,956 to 3,124 and pupils from 119,365 to 137,988. At the Lower Primary stage schools number 2,521 and pupils 75,758 as compared with 2,365 and 64,991 last year. Among the Special Schools, Commercial Schools appear for the first time, three having been registered in Rangoon during the year with 203 pupils. Training Schools for teachers, though stationary in point of numbers, shew an increased attendance of 589 as compared with 494 last year.

Stages of Instruction. Statement V.

3. Classifying pupils by stages of instruction, we find a gratifying increase in boys and girls at every stage. Reference has already been made to the increase in the colleges. At the other stages the figures are as follows:—

	(1912-13)	(1913-14.)
High School	1,418	1,808
Middle School	16,145	17,335
Upper Primary	44,749	48,130
Lower Primary	215,727	251,997

Statements III and V.

4. Of the total increase of 41,340, girls contribute 16,794, a very considerable proportion. The increase in numbers is largest at the Lower Primary stage, but the percentage of increase in the High School stage is noteworthy, and indicates an increasing desire for higher education. The figures of the next annual report will shew that this increase has been carried on to the Collegiate stage in which the numbers will be shewn to rise to the satisfactory total of nearly 600. The number of pupils learning English is 33,187, as compared with 30,015 last year.

Private Institutions. Statements I and III.

5. Private institutions number 17,217 as compared with 16,928 last year, and the attendance has risen from 177,160 to 180,843. The remark in last year's annual report that these figures are only remotely approximate still applies. A very much larger staff of inspecting officers would be required to deal thoroughly

with private schools, but, as an index of what even a small increase can do, one may refer to the work of six Deputy Inspectors of Schools who have been placed on special duty for a year during 1913-14 and 1914-15. Their efforts have been rewarded with success in an extraordinary degree, but these results belong to next year's report. As noted in last year's report, private schools are almost entirely monasteries.

Important changes.

6. During the year sanction was given to the proposal that Junior University Scholarships should be awarded on the results of the Anglo-Vernacular High School Final Examination, instead of the Matriculation Examination as had been done hitherto. A special examination in Arithmetic for monks was established and proved popular. A fee fund for non-European pupils was established, to assist the children of such Government servants as have done good service to the State and have, through no fault of their own, left children without proper provision. Grants from this fund may also be given to assist other pupils who are promising and whose parents have left them without means. The Middle English Scholarships in Anglo-Vernacular Schools were awarded on the results of a special examination, and not, as had been the practice for some years, on the results of the ordinary Seventh Standard Examination. The papers in the latter examination could thus be curtailed in length without detriment to the examination. The Elementary Training Classes for Vernacular Teachers, referred to in last year's report, have been most successful, and it is worthy of remark that two have been established in monasteries to train young *koyiṅs* and *upazins*. There is a keen desire among the more enlightened monks to have these classes attached to their schools, and in response to this desire six more classes in connection with monasteries will be shewn in next year's report as established in 1914-15, and these by no means exhaust the monks desiring to take part in training teachers. The examination for Commercial Schools was held in connection with the Midland Counties Union of Educational Institutions, Birmingham. Primary Scholarships were abolished in European Schools owing to the unanimous desire of managers to avoid encouraging overwork at that early stage. With the funds set free additional scholarships were established at the end of the Middle and High School stages. Certain changes in the curricula of Normal Schools and of Anglo-Vernacular Schools were sanctioned. In the European Code the rule regarding the admission of non-Europeans was altered with a view to affording relief to certain classes for whom the curriculum of Anglo-Vernacular schools was unsuitable, but who, under previous rules, were frequently unable to gain admission to European Schools. The Local Government agreed to the principle of establishing two scholarships, one for men and one for women, for Anglo-Indians desiring to pursue their studies in Europe, but the actual establishment of these scholarships has been unfortunately postponed until funds are available. Grants were sanctioned to schools to promote friendly gatherings once a year of present pupils, past pupils and parents.

Grants from India.

7. The funds placed at the disposal of the province by the Government of India have been of the greatest service in extending education. Good school buildings and hostels have been erected. Assistance has not been confined to Government institutions; Aided schools have received help in buildings and equipment. Additional teachers have been provided where necessary, and thus many schools have been able to raise their grade to the high school stage. With all this extension much more is urgently required, especially in Rangoon, where the existing schools are overcrowded.

CHAPTER II.

CONTROLLING AGENCIES.

Indian Educational Service.

1. The number of Indian Educational Officers is sixteen, the same as last year. Of these six are Inspectors of Schools; with the Director of Public Instruction they constitute the administrative branch. Of the remaining nine officers, two are Principals of Schools (Government High Schools at Rangoon and Moulmein) and seven are engaged in Collegiate work. This service, it is

hoped, will be greatly increased next year by the addition of three Professors, two Inspectors and two Principals. The stress of work is so heavy that the relief which these officers will afford will be welcome. The new Principals will be assigned to the Government High Schools at Akyab and Bassein.

Resignation of Mr. Murray.

2. Mr. Murray, who was appointed as Principal of the Government High and Normal School, Moulmein, joined his appointment during the year, but utterly broke down in health after the close of the year and was obliged to resign. This school is, therefore, again without a permanent head: it has been so since 1910.

Taking over of Municipal Schools by Government.

3. The Municipal Schools at Bassein and Akyab were taken over by Government during the year, and as noted above, Principals in the Indian Educational Service will be appointed to them. There are now only two schools remaining under Municipal control, those at Allanmyo and Myaungmya.

Changes of Officers.

4. The following changes took place during the year: Mr. Covernton took leave in April and was succeeded by Mr. Wedderspoon. Mr. Cocks became Inspector of European and Normal Schools and his place was taken at Meiktila by Mr. Saw Chin Cheng. Mr. Snow took leave in May and was relieved by Mr. Munro. Mr. Potter took leave in June and was succeeded by Mr. Bulkeley, whose place in Arakan was filled by Mr. Saw Chin Htin.

Provincial Educational Service.

5. The number of officers in the Provincial Service remains the same as last year, eighteen.

Subordinate Educational Service.

6. In the Subordinate Service the number of Deputy Inspectors of Schools increased from 67 to 72, while the number of Sub-Inspectors of Schools remained twenty as last year. There is still a great need for additional officers, and twelve Sub-Inspectors of Schools were appointed after the close of the year, to deal with the schools discovered by the Deputy Inspectors of Schools on special duty whose work was referred to in Chapter I. The complete introduction of the system of maintenance grants in vernacular schools which is held in abeyance, demands a still further increase in subordinate inspecting officers.

7. The total number of officers in the Subordinate Service has increased from 591 to 661.

The Educational Syndicate.

8. The Educational Syndicate has been consulted on all educational matters during the year and has given valuable advice. The relations between this body and the Education Department have been most harmonious.

CHAPTER III.

COLLEGIATE EDUCATION.

General remarks. Statement III.

1. The Government College opened with 437 students and closed with 391. The Baptist College opened with 68 and closed with 62. The enrolment in both Colleges was, therefore, 505 as compared with 377 in the previous year. The average number on roll in both colleges was 473. The increase of students in five years is startling. In 1909-10 the average number was 256, whereas in 1913-14 it was 473. One may note in anticipation of next year's report that the total enrolment for 1914-15 is 622. The scheme for the founding of a University referred to in last year's report has not yet received the sanction of the Secretary of State. The site chosen is that at present occupied by the Lunatic Asylum, but the desirability of this site is now questioned by those most interested, and as alternative sites have been suggested, it is not unlikely that the University will ultimately find a home in a much more extensive and picturesque site in the suburbs of Rangoon.

The large majority of students are Burmans, but it is to be noted that Mahomedans have increased from ten in 1912-13 to twenty-three in 1913-14.

Government College. Statement VI.

2. In the Senior B.A. class there were fifty students. Forty-eight appeared for examination and sixteen passed, three with second class honours in English. The Principal considers the result the worst for several years, and, while unable to explain precisely the cause of the failure, suggests that the excellent results in

previous years had made the students over confident. The fact that the largest number of failures was in English, and that some students who had passed in this subject before failed this time, may indicate that the marking has been more rigid in this subject.

In the Junior B.A. class sixty students were enrolled and in the Junior B.Sc. class three.

I.A. and I.Sc. classes. Statement VI.

3. The I.A. class numbered 115 and of these 101 actually sat for the examination. Forty-five passed, eleven in the first division, twenty-four in the second, and ten in the third. These results also the Principal considers unsatisfactory. English aud Logic were the failing subjects, forty-seven failing out of a hundred in the former and thirty-seven out of sixty-two in the latter.

The Junior I.A. class opened with the record number of 163 and 150 remained at the end of the year. In this class were three Burmese girls: this is the first time that Burmese girls have joined the College.

In the Science course three were in the third, ten in the second and twenty-nine in the first year class. All the students of the second year appeared for the Intermediate Science Examination and eight passed, three in the first division, four in the second and two in the third,—a creditable result.

Baptist College. Statements III and VI.

4. The Baptist College had during the year 62 students, 49 in the I.A., of whom two were women, and 13 in the B.A. Seven were in the senior B.A. class. All were presented for examination and all passed, two with second class honours in Philosophy. This is a very creditable result. In the Senior I.A. class there were sixteen students, of whom fifteen were presented. Only three passed, one in the first and two in the second division. The Principal says "It is difficult to account for the bad I.A. results this year, as the work was conducted on exactly the same lines as in previous years, and the class was not much larger. Moreover the average ability shewn by the class was by no means inferior."

The Principal's report makes no mention of games or sports.

Government Normal School, Rangoon.

5. In the Government Normal School, Rangoon, two candidates were prepared for the B.T. examination, and both passed in the first division. This is the first time that any students from Burma have attempted this examination.

Hostels.

6. Last year it was necessary to rent a large house as a hostel: this year two additional houses had to be taken in order to meet the increase in the number of those desiring to be in residence. The various hostels now have places for 210 students and every place was full. The need for suitable hostels is a very pressing one, and, when the new College buildings are erected, as many hostels as possible should be included.

The conduct of the students has been uniformly good.

The Young Men's Christian Association hostel for College and for Normal students was opened during the year and was full. This proves a useful addition to the College hostel.

Athletics.

7. Football, tennis and cricket were carried on vigorously during the year. Three football teams took part in the various league matches, the first finishing third in the senior league. No fewer than three of that team were selected to play for Lower against Upper Burma, a choice which reflects credit on the play of the students. Tennis is very popular, over 200 students taking part in the games; a successful tournament was held. Cricket had better results than in previous years.

The Gymnasium is fairly well attended.

Buildings.

8. The new Chemistry laboratory has made it possible to handle much larger classes in that subject.

The physical laboratory for the Government College is still unfinished.

The old Chemistry laboratory has been made a students' reading room.

Additional class room accommodation is urgently needed, and will be supplied by the erection of a block of four class rooms at the back of the compound.

Governing Body.

9. The Governing Body met regularly during the year. They recommended an addition of three Professors to the staff, one each for English, Chemistry and Philosophy. These recommendations were accepted by the Local Government. Subsequently a recommendation to appoint a Professor of History was adopted unanimously, but the Local Government, while sympathizing with the request felt

that, in the present state of Provincial finance, the request could not be granted. It is to be hoped that this difficulty will be removed in the near future. It would be extraordinary if the new University did not teach History.

Staff.

10. No changes took place among the Indian Educational Service Officers. Maung Po Lone, the Pâli lecturer, retired in January 1914, and was succeeded by Maung Tin who continued to act as Professor.

Law Classes.

11. The Law lecturer says: "There were seventeen students in the Law classes for the year 1913-14, of whom fourteen attended sufficient lectures to qualify them for entering the Lower Burma Second Grade Pleadership Examination. There were no students studying for the Calcutta B. L. examination. The proportion of Burma students attending the classes seems to be increasing, but the majority are still recruited from the ranks of non-Burmans. The general conduct of the students was excellent, their attendance at lectures very regular, and they showed considerable interest in their studies throughout the year."

Medical Schools

12. The Principal of the Medical College, Calcutta, reports that there were during the year under report eight male and three female students holding Burma Government Scholarships. Among the men the two fourth year students passed the College test, one gaining a College Scholarship. The third year student failed in the first M. B. examination.

The two second year students failed to pass the second year College test. Of the three first year students two passed the Preliminary M. B. examination. Of the three girls all were promoted, two passing the Preliminary M. B. examination.

At the Medical School, Royapuram, Madras, thirty Burma students were in residence, of whom three were women. Of the thirteen students of the final year only three passed. Of the remainder nine passed the school tests.

The Government Medical School, Rangoon, is reported on separately by the Medical authorities.

Patamabyan Examination.

13. The number appearing for this examination during the year reached the large total of 1,426, of whom all but 47 were monks. The total last year was 1,269. The number of passes however fell from 328 to 326. Of these 31 (including one layman) passed by the *Patamagyi* standard, 80 (including one nun) by the *Patamalat*, and 215 including eight nuns, one layman and one laywoman) by the *Patamange*. The *Patamagyaw* of the year was U Thanwarabawdi from the Hnakyeikshitsu *Kyaung*, Thayettaw Taik, Rangoon. The examination was held at seven different centres, and the feeding of the monks was satisfactorily carried out by local committees to whom the thanks of the Education Department are due.

The *Patamabyan* Committee was reconstituted by the addition of several Burmese scholars specially interested in the work of the Committee.

A change was made in the rules by which the *Patamagyaw* of the year was elected. Formerly candidates for this honour were required to take the *Patamagyi* examination and one additional paper. The additional paper has been abolished and the candidate with the highest marks in the *Patamagyi* examination is declared to be the *Patamagyaw* of his year.

CHAPTER IV.

SECONDARY EDUCATION.

General remarks.

1. This chapter includes secondary education of all classes of schools for boys in the province. The statistics of European Schools are dealt with in greater detail in Chapter IX and of girls' schools in Chapter VIII.

Statistics. Statements I, III, IIIA, V and VA.

2. The total number of secondary schools for the classes noted above was 988 as compared with 925 last year, and the attendance increased from 84,117 to 94,543. European schools remained eleven in number but the attendance increased. Anglo-Vernacular schools rose from 110 with 22,652 pupils to 116 with 25,251 pupils, while Vernacular schools increased from 804 with 59,648 pupils to 861 with 67,340 pupils. All these schools contain primary departments and the figures of these are included in these totals. Classifying pupils by

stages of instruction we find that there is an increase in number at every stage except in the lower primary stage of European schools where there is a slight falling off. The following figures give the percentage at each stage for the years 1912-13 and 1913-14.

	1912-13.						1913-14.					
	European.		Anglo-Vernacular.		Vernacular.		European.		Anglo-Vernacular.		Vernacular.	
	No.	Percentage.	No.	Percentage.	No.	Percentage.	No.	Percentage.	No.	Percentage.	No.	Percentage.
High stage ...	108	6	1,151	5	33	·05	122	6·2	1,496	5·9	45	·07
Middle stage ...	491	27	8,009	35·4	6,516	10·9	614	31·5	8,764	34·7	6,766	10
Upper Primary stage	552	30·4	8,645	38·2	12,603	21·1	560	28·7	9,588	38	13,706	20·4
Lower Primary stage	666	36·6	4,847	21·4	40,496	67·9	656	33·6	5,403	21·4	46,823	69·5

Stages of instruction.

3. The increase though small in the high school stage is hopeful. In the middle stage the percentages have fallen in the Anglo-Vernacular and Vernacular schools, but this is due to the increased number attending middle schools and not a fall in actual numbers. The table shews what we might expect, that in Vernacular schools the percentage in the primary stages is very much greater than in European and in Anglo-Vernacular schools. It is practically the same as it was last year.

Details of Secondary Schools. Statement III.

4. Of the secondary schools (European and Anglo-Vernacular) thirty-five are high schools compared with twenty-nine last year. Middle schools are thus expanding rapidly into high schools, rather too rapidly to make it possible to staff the high departments suitably. Middle schools (Anglo-Vernacular and European) are ninety-two in number as they were last year. Of the high schools sixteen are under Government and nineteen are aided schools. Of the middle schools nineteen are under Government, three are municipal and district cess and seventy are aided schools.

Municipal Schools taken over.

5. During the year the municipal schools at Bassein, Akyab and Henzada were taken over by Government to their great advantage. European principals in the Indian Educational Service will be appointed to the first two, and new school buildings will be erected at Bassein and Henzada. New buildings are urgently needed at Akyab also when funds can be provided.

Details of Vernacular Schools.

6. Among Vernacular Schools twelve are high schools, two more than last year. All are in Lower Burma except three in the Magwe Division; of the total nine are monastic. Middle schools number 849 as compared with 794 last year. There is only one Government high school (Prome) but there are twenty-six Government middle schools as compared with twenty-five last year. District cess middle schools have increased from thirteen to fifteen. The following vernacular high schools are mentioned for good work:—U Labha, Taungdwingyi, U Pyinnya, Ngathainggyaung, and U Pyinnyadipa, Moulmein Town.

Anglo-Vernacular Curriculum.

7. There were no very important changes in the Anglo-Vernacular curriculum. The addition of English reading to the work of the third standard referred to in last year's report, has had the effect of increasing the numbers in that standard, and there are also signs that Burmese parents are realizing that the first two standards are more efficient in Anglo-Vernacular schools than in Vernacular. The result is that these standards in the Anglo-Vernacular schools are beginning to fill again. In the Middle school changes were made in the syllabuses for Geography and Burmese. In the syllabus for the High School Final Examination the course in Advanced English was made more definite, and that in Mathematics somewhat harder.

8. The system of examination remains the same as that given in the Quinquennial Report for 1907-08—1911-12. System of examination.

9. The High School Final Examination attracted 249 candidates as compared with 169 last year, and of these 141 passed, forty-seven more than last year. This is a satisfactory result and shews that the examination is growing in favour. The Matriculation Examination, however, still remains the favourite with 355 candidates, of whom 257 passed. The figures last year were 275 and 225, respectively. Many pupils still take both examinations. Nineteen schools sent up candidates for the High School Final, one more than last year, whereas fourteen schools as compared with twelve last year prepared pupils for the Matriculation Examination. The results of the examination in the Government High School, Rangoon, were extremely good. Practically the whole Tenth Standard appeared and fifty-seven passed, an excellent result. Too often only selected boys are sent up for this examination. The rule should be that all who have worked steadily and consistently should be allowed to appear. The Junior University Scholarships were awarded this year for the first time on the results of the High School Final. High School Final. Statement VI.

10. No changes took place for the Vernacular High School Examination. Six schools sent up forty-three candidates, of whom twenty-one passed. Last year ten schools sent up sixty pupils and twenty-nine passed. Vernacular Secondary Curriculum

11. In the European Middle School Examination 103 were presented and sixty-five passed. In 1912-13 the figures were 107 and 56, respectively. In the Anglo-Vernacular Middle School Examination 2,119 were presented and 1,020 passed as compared with 1,794 and 934, respectively, last year. Passes.

The pass examination was held by itself on much shorter papers than before; the scholarship examination was held by itself and only the best pupils were allowed to take it. This enabled the award of scholarships to take place before the schools re-opened after the long vacation.

For the Vernacular Seventh Standard Examination 1,950 were presented and 813 passed, a very much better result than last year when, out of 1,659 presented, only 302 passed.

Standards V and VI in Anglo-Vernacular schools which were partially tested by the Inspectors revealed a poor state of affairs. It is plain that schools do not pay so much attention to the intermediate standards as to those which are subjected to a public test. The results, this year, no doubt, came as a surprise to some schools, and it is to be hoped that they will profit by this experience.

12. During the year new secondary school buildings have been erected at Katha, Paungdè, Kyaikto, Mogôk and Taungup; others are under construction at Ma-ubin, Wakèma, Prome, Ramree, Tavoy, Mergui, Sandoway, Mindat and Taungdwingyi. Buildings.

13. Rangoon Town has eight Anglo-Vernacular high schools and seventeen Middle schools and affords scope for a separate Inspector. The schools are at present assigned to five Inspectors only one of whom is resident in Rangoon. This system is a bad one, but the proposal to appoint a separate Inspector was not approved of by the Local Government. Distribution of Schools.

The Government Schools at Letpadan, Henzada and Thatôn were raised to high school rank during the year. The American Baptist Mission School at Myingyan also made a beginning with a high school department.

Middle schools are well distributed over the Province in all the larger towns.

Vernacular high schools are distributed as follows: in the Pegu Circle three, in the Irrawaddy Circle four, in Tenasserim two, in the Magwe Division three.

Middle schools are found everywhere. They are most numerous in Irrawaddy, Pegu and Tenasserim, but even the Chin Hills is represented and the Shan States have a few. Government Vernacular Middle schools number twenty-six and district cess schools fifteen,* an increase of one and two schools, respectively. Statement III.

*Buthidaung, Maungdaw, Rathedaung, Ponnagyun, Kyauktaw, Myohaung, Minbya, Pauktaw, Mudôn, Mergui, Thatôn, Kyaukkyiand Tantabin. Maungdaw and Padaing (the last two) are Mahomedan Schools.

CHAPTER V.

PRIMARY EDUCATION.

Statistics. Statements I and III.

1. As in Chapter IV the results here include boys' schools only unless where they are specially stated to refer to boys in girls' schools. A fair number of Primary schools become Middle schools every year, so that the number of Primary schools will shew a decrease unless the loss is made up by the registration of new schools. Last year's report recorded a loss; this year there is an increase of 313 schools, the figures for 1912-13 being 4,733 and for this year 5,046. This is no doubt partly due to the fact that results grants have been restored to the old rate. It may be taken as probable that the figure for Primary schools touched bottom last year, and that it will now shew no decrease in the future. The figure for this year 5,046 is only slightly less than that of 1909-10 when the decline began. The only decreases are shewn in the Southern Shan States (eight schools) and in Arakan (eight schools). The increases vary from one in the Chin Hills to 139 in Ma-ubin District. The extraordinary increase in this district is due to the enthusiasm and untiring energy of Captain Roberts, the Deputy Commissioner, to whom the thanks of the Education Department are due. The loss in Arakan is due to the removal of inefficient schools from the register. The Inspector of the Meiktila Circle does not explain the decrease in the Southern Shan States. The increase in primary schools, except in Ma-ubin, is usually from twenty to thirty in each district, in Meiktila District alone does it reach fifty. The increase ought to be much greater. There are hundreds of schools which could be registered with little difficulty as is shewn by the work of the Deputy Inspector of Schools on special duty, but many are in out-of-the-way places. Several causes tend to keep the increases small. Most Deputy Inspectors of Schools have already as many schools as they can inspect, and are content to shew only a few additional schools such as they can conveniently reach without having to go far from the beaten track. It is also unwise to register new schools in villages which are already adequately supplied, and this is not generally done. Unless Deputy Inspectors of Schools go further afield, the need for new schools is strictly limited. The Inspector of Schools, Tenasserim Circle, considers that so long as Deputy Inspectors of Schools draw fixed travelling allowances they will not visit outlying villages, as these journeys would only add to their expenses. The Circle Inspector finds his time largely taken up with Anglo-Vernacular schools and office work, and is unable to say whether a Deputy Inspector of Schools is exploring his charge or not. The Assistant Inspector of Schools can only find time for visits to registered schools. The remedy depends very largely on the appointment of additional inspecting officers, probably Sub-Inspectors. Next year's report will show twelve more of these officers, but they are, it is hoped, only a first instalment.

Attendance in primary schools. Statement III.

2. The attendance in Primary schools for boys has increased from 162,637 to 189,038, an advance of 26,401, to which the Irrawaddy Division contributes 11,968. Every division shares in the increase, except the Southern Shan States, where there is a loss of 596 pupils, and Pakôkku Chin Hills where the attendance in the only school there fell from 37 to 29.

Primary stage of instruction. Statement V.

3. The figures above relate only to Primary schools. The total number of pupils in the primary stage of instruction in all classes of schools was 300,127 compared with 260,476 last year. If boys only are taken the total number in the primary stage in all classes of schools was 205,529; or 22·2 per cent. of the male population of school-going age, an increase of 2·5 per cent. over last year.

4. Considered by divisions the percentage of boys in the primary stage has risen in every case except the Pakôkku Chin Hills noted above. Irrawaddy still holds the first place with 35·3, but it is closely followed by Pegu with 31·1, and Tenasserim with 30·9. Meiktila has so far improved its position that it is now slightly higher than Arakan which was ahead of it last year.

Passes.

5. Passes are satisfactory. A somewhat stricter test has reduced the passes by Standard IV in Anglo-Vernacular schools in several circles, but the Inspectors report no loss of efficiency. There are signs that the Second Standard in Anglo-

vernacular schools is beginning to attract more pupils, and that fewer pupils intended for Anglo-vernacular schools attend first the vernacular school for the lower standards.

Government and aided primary schools, &c. Statement III.

6. Government primary schools have decreased from seven to six, one school having become a middle school, but there is a decrease in attendance of 147, due to a decline in efficiency in Bhamo and Myinmu. District cess schools remain four, but their attendance is larger. Aided schools rose from 4,721 to 5,036 and the attendance from 161,890 to 188,503. These schools are nearly all under indigenous management, and are either lay schools or monasteries. During the year the experiment was tried of putting six selected Deputy Inspectors of Schools on special duty to visit certain districts to find out whether any unregistered monastic schools were willing to be registered. A beginning was made in Amherst, Thatôn, Yamèthin, Myingyan, Mandalay and Sagaing and, when these districts had been gone over, work was continued in the Toungoo, Shwebo, Lower Chindwin, Pakôkku, Tavoy and Magwe Districts. The results so far have exceeded all expectations. The actual number of new schools cannot yet be stated, but it is safe to say that over 1,000 new schools, chiefly monastic, will be registered. To cope with this a much larger staff of inspecting officers will be needed. As has already been mentioned twelve new Sub-Inspectors of Schools will be shewn in next year's report, who have been appointed to meet the large increase. This gives an average of over eighty schools to each, a number one-third too large for any officer to inspect thoroughly. The new schools will require frequent visits and sympathetic treatment if they are not to slip back again among the unregistered schools. In view of the fact that most of the new schools are monastic, it is safe to assume that moral education will form part of the work. It was a definite instruction to the special Deputy Inspectors of Schools that they were not to encourage the opening of lay schools until they had failed to interest the village monk in the teaching of the elementary subjects. It is true that many of the schools will begin with the "B" curriculum which includes only the teaching of the "3 R's" to the satisfaction of the Deputy Inspector, but this is encouraging. No doubt the best of them will ultimately follow the ordinary curriculum, but even if they do not, some systematic instruction will be available in the villages which now have practically none.

7. The curriculum remained practically the same as last year.

Certificated Teachers.

8. Certificated teachers are steadily increasing in numbers. Including teachers from the Elementary Training Classes there are now 3,354 compared with 2,891 last year. The work of the Elementary Training Classes will be referred to under Chapter VI.

Village school masters.

9. With the view of helping village school masters to qualify in school management, a scheme has been allowed under which qualified village school masters of more than average attainments are allowed, with the approval of the Deputy Inspector of Schools to hold classes for instructing teachers in school-management. They will receive a bonus for each of their candidates who passes.

Maintenance grant.

10. The maintenance grant was continued in a few schools during the year, but it caused much discontent. The amount awarded has been generally much less than what would have been received under the results-grants system, and managers have not been slow in appealing to be replaced on the results-grants system. So long as only a few schools, and these the better ones, are placed on a maintenance grant there will be dissatisfaction, but even if all were so paid there would still be comparisons with the old system. It is extremely difficult, and probably also very unwise, to lower the payments which have been in force for many years. The temporary reduction of the results-grants in 1909-10 by one-quarter led to the steady fall in the number of primary schools, from which schools this year only show signs of recovery. It is almost certain that the general introduction of the maintenance-grant will lead to a similar decline. The fact is, that the maintenance-grant, however suitable in theory, is in practice unsuited to the Burman temperament. The Burman teacher is not a steady worker,—the maintenance-

grant assumes that he is—and he must have some stimulus to make him work well, at least for part of the year. This he finds in the system of payment by results. The better his work, the more he will receive in grants. It is true that the maintenance grant requires just as good work but it is calculated at so much per head and deductions are made for bad work. The Burman teacher sees that he is paid so much per pupil, and thinks that if he does a moderate amount of work he will escape the deduction. What to him is a moderate standard is nothing like the standard he reaches under the stimulus of the system of payment by results. In fact it generally leads to deduction. He then becomes dissatisfied, considers the maintenance system unfair, and either gives up his school altogether or makes only a pretence of teaching. He is no doubt foolish, but that does not alter the fact that he acts very much as has been described. There is an additional objection from the manager's side, and that is that even if a school does well the grant as calculated now is always less, frequently much less, than what the amount would be under the results-grant system. The following are a few actual figures taken at random from one district:—

	Maintenance Grants.	Results Grants.
	Rs. A. P.	Rs.
School A	57 0 0	188
„ B	77 8 0	188
„ C	154 8 0	298
„ D	332 0 0	502
„ E	104 0 0	251

The only school which can receive approximately the same amount under both systems is one with well attended middle department. When it is remembered that the great majority of vernacular schools are primary, and that the middle departments of vernacular schools where they exist are very small, it is easy to see that the number of schools likely to be satisfied with the maintenance grant as at present calculated, can only be very small. Considering the question dispassionately one may say that it is very doubtful if the introduction of the maintenance grants will compensate for the disappointment and consequent apathy which it is certain to engender. It cannot lead to increased efficiency in this province simply because the Burman teacher "is not built that way."

Appointment of two new Inspectors.

11. Last year it was noted that vernacular inspection was falling more and more into the hands of the subordinate inspecting officers. The Local Government has approved of a proposal to appoint two new Inspectors of Schools so that the Sagaing and Magwe Divisions may each have an Inspector to themselves.

Inspection.

12. As noted last year Deputy Inspectors of Schools have still too many schools to supervise. The average is 91 but this should be reduced to 80. The appointment of many new Deputy Inspectors would be expensive, but good Sub-Inspectors are equally efficient. There might be one Deputy Inspector of Schools in each district who should be responsible for the education of that district. His status might be raised. Under him Sub-Inspectors of Schools might be appointed, one to each township where necessary. In several districts there are now two and three Deputy Inspectors of Schools, each presenting a separate report to the Deputy Commissioner, but no general report on the district as a whole is ever prepared. One officer responsible for the whole district seems preferable. Such a system would make several Deputy Inspectors of Schools superfluous, but they could be absorbed as vacancies occurred.

Buildings.

13. What was said about buildings last year need not be repeated.

Hygiene.

14. The special courses in hygiene for teachers and Normal students have not yet been opened, as formal sanction has not yet been received to the proposals submitted.

Vernacular readers.

15. The vernacular readers prepared by the special committee have been published, and are being widely used.

CHAPTER VI.

TRAINING SCHOOLS.

Statistics. Statements I and III.

1. Normal schools remain as before twelve, eight for men and four for women. Four, two for men and two for women, are for vernacular students only, one for men is entirely Anglo-vernacular while the others have both departments. Two schools, the Baptist College Normal School and the Government Normal School, Rangoon, teach for Anglo-Vernacular High School Certificates and one, the Government Normal School, Moulmein, for Vernacular Certificates of the same grade.

Number of Normal students. Statements I and III.

2. The total number of normal students including students in Elementary Training Classes, was 716 compared with 494 last year. Of that number 127 were students in Elementary Training Classes. Normal students studying for ordinary certificates numbered 387 men and 108 women, an increase under both heads.

Anglo-vernacular students.

3. The number of Anglo-vernacular normal students was 149 men and 84 women. Of these six men and thirty-five women were Europeans. As pointed out in last year's report there are difficulties in the way of training European and Anglo-vernacular students together, but it has not been found possible to separate them.

Results of examinations.

4. The results of the examination on the literary side were creditable. Seven women and one man appeared for the I. A. Examination and five women and one man passed, three women in the first division and the others in the second. In the final year literary examination for Middle and Primary School Certificates 86 were presented: of these 34 men and 9 women received Middle School Certificates and 16 men and 9 women Primary School Certificates. The work of the Baptist College Normal School was least satisfactory where two candidates obtained a Middle School Certificate. There were no candidates for the High School Literary Examination as all candidates for this certificate took the I. A. Examination. The work of the first year students for Middle and Primary School Certificates was satisfactory.

The passes in the professional examinations were satisfactory. Thirty-one obtained High School Certificates of whom twenty-two came from the Government Normal School, Rangoon, five from the newly opened High School Certificate Class at the Baptist College, two from St.Mary's Rangoon, and two from the Government Normal School, Mandalay. Fifty-seven passed for Middle School Certificates and thirty-six for Primary School Certificates.

Vernacular students.

5. The number of vernacular Normal students was 174, of whom 69 were girls. These figures do not include students in Elementary Training Classes. The passes in both literary and professional examinations were satisfactory.

Special Elementary Classes.

6. Special Elementary Training Classes were established at eight centres, including the Government Normal Schools at Moulmein, Mandalay and Toungoo, St. Mary's, Rangoon, American Baptist Mission Morton Lane, Moulmein, the Government Vernacular School, Katha, St. Joseph's Convent, Mandalay, St. Michael's Kemmendine, and at two monastic schools in Henzada. The object of these classes was explained in last year's report. The number of students was 127 of whom 81 passed. The figures last year when there were only two classes were thirty-one and twenty respectively.

Buildings.

7. No new buildings were erected during the year. Proposals have been submitted for additional buildings at Mandalay and Akyab.

Normal school curriculum.

8. The Normal school curriculum was thoroughly revised during the year with the approval of Government. The main change was the raising of the qualification for Middle School Anglo-Vernacular Certificate to the Matriculation Standard, and the shortening of the period of training for that certificate to one year; the reduction of the subjects required for a Primary School Certificate, the amalgamation on the vernacular side of the literary examination for Primary School Certificate with the Seventh Standard Examination and of the literary examination for Middle School Certificate with the Ninth Standard Examination,

the lengthening of the Vernacular High School Certificate course to two years. The rules for the admission of untrained Anglo-vernacular teachers to the professional examination were made more elastic.

CHAPTER VII.

TECHNICAL INSTRUCTION.

Subjects included under Technical Instruction.

1. This chapter includes technical and industrial instruction properly so called, but it is convenient to group here such subjects of the common school curriculum as music, drawing and manual training which are regarded as extra, and for which special grants are paid under that chapter of the Code relating to technical grants.

Number of Institutions. Statement III.

2. The number of technical institutions is ten compared with six last year, with 566 and 421 pupils respectively. The additional schools were a dress-making department in connection with St. Matthew's Girls' School, Moulmein, and three Commercial Schools in Rangoon. The first named had only two pupils, but the Commercial Schools had 203. The Engineering School had an increase of nine pupils, the Railway Apprentice Class at Insein, had forty-eight students, the same as last year. The three private Industrial Schools showed a great falling off in numbers from 246 to 170 due to a large decrease in those taking lace-making at St. Mary's School, Rangoon, but as a matter of fact the other two schools, the Prome Road Convent (dress-making and cooking), and the Bghai-Karen School, Toungoo, (printing, book-binding, carpentry, weaving) had fewer pupils than before.

The Engineering School.

3. The Engineering School remained under the control of Mr. A. P. Morris during the year. His report referred to last year was discussed and generally approved. The following extracts from the Head Master's report are interesting and indicate the scope of the work now done :—

"The 1913-14 session started with 20 pupils brought on from the previous year and a new recruitment of 32. The year ended with a total of 42 of whom 36 passed their examinations, 12 of them being in the final year.

It will be noticed that there has been a rather severe weeding out. Of the 32 recruited this year only 18 pass on. The weeding out has been rigorous, as it is felt that the unfit should be eliminated early both for their own sakes and for the sake of the school, and it may be confidently expected that those who pass their first year examination will be found fit to continue to the end of the course.

The figures given above show an increase in recruitment but the change in policy of the school in accordance with which no undomiciled Indians may be admitted, has made the increase less pronounced. That this policy is sound there can be no doubt. The percentage of Burmans has risen from 18 per cent. in 1912-13 to 54 per cent. in 1913-14, and this change in percentage may be taken as a hopeful sign.

The recruitment has been extended in its area, and includes students from Arakan, Pakôkku, Mandalay, Hsipaw and Gantarawaddy, the last two being students from the Taunggyi Shan Chiefs' School. Moulmein always supplied a fair number, and it is hoped that outlying districts will now continue sending students. Once a connection with a district is started it is likely to continue.

The Mechanical side of the school's work has received attention, and, although the recruitment for this side has been purposely limited, it is felt that it will in time be as important, if not more important, than the Civil Engineering side. Progress has been made in inducing firms to take an interest, and this year the Irrawaddy Flotilla Company have taken two apprentices for the first period of their practical training, giving them a regular form of agreement. The Burma Railways have expressed willingness to follow suit, and other firms are also considering the matter.

An innovation on the Civil Engineering side has been the entertainment of special lecturers in Architecture and Sanitary Engineering. Mr. Pullar, F.R.I.B.A., has given a course of lectures in Architecture and Mr. Codrington, M.R.S.I., has given a course of lectures in Sanitary Engineering. The benefits to be derived from the introduction of courses of lectures by practical men are great, and the procedure is quite in accord with modern ideas of technical education.

A further innovation has been the use of the third year students on practical survey work for the Public Works Department. The services of the third year students were offered to that department to take up some of the projects which await survey. The actual

work, a record of which will come into next year's report, was undertaken in April and May 1914. It may be mentioned that the Public Works Department agreed to pay the students Re. 1-8-0 per day and to find the other expenses of the survey. If they are satisfied with the results it is proposed to do the survey work in future years during January, February and March as this time of the year is better suited to survey work. This may mean some little arrangement of classes, but there will be no difficulty about the matter. The advantage to the school is considerable, a practical course of survey work with a definite object in view being of more value than exercises in survey with no application.

A scheme for the training of craftsmen has been started. The scheme received sanction in November and only one apprentice was taken this year. But it is intended to recruit two are three each year and as this is a five-year course there will be ten to fifteen working when the scheme is in full swing. The scheme is only an experiment and consequently the numbers admitted are small. The idea is to take lads of no particular education—Fifth Standard vernacular will be sufficient—and to give them a thorough training as craftsmen. At the same time some attention will be paid to their training in those subjects bearing on the work; they will be taught a certain amount of simple arithmetic to enable them to work out their quantities and costs, and they will also spend an hour or two a week making small drawings and sketches to familiarise them with ordinary shop drawings. If the experiment proves successful the number can be increased, and the scheme may prove a basis on which to develop artisan education all over the Province.

The survey school for the Land Records Department has been moved into the compound. As a technical branch of work it comes within the scope of this institution, and, while the transfer is at present experimental, there is every reason to hope that it may be found satisfactory to all concerned.

Athletics have received attention and the entertainment of a Drill Instructor was sanctioned towards the end of the session. The complaint made about the average engineering subordinate is not so much that he lacks knowledge as that he lacks stamina. Drill and athletics will, it is hoped, do much to correct this defect.

A considerable amount of outside work now passes through the school. The cement and concrete testing for the Public Works Department is now done here. The design for the standard pattern bazaar shed was made by the final year students. The calibrating of the meters for the Irrawaddy discharge measurements has been placed here, and money was found for the construction of a meter testing station. All these works while increasing the utility of the institution also add greatly to the educational opportunities of the students, and the process of making this school a testing centre for the Public Works Department might well be encouraged."

Hand and Eye training.

4. Hand and Eye training continues in Normal Schools. Fourteen were trained in the Government Normal School, Moulmein, during the year and eight are now teaching this subject in the Province. The Carpentry Class at Thônzè continued during the year, but as it shows no sign of increasing the Superintendent has decided to close it. The Technical School at Akyab has now a building, and since the close of the year stipends have been awarded to enable boys to come from districts outside Akyab for training.

Slöjd.

Slöjd work was done in thirty-three schools, eight more than last year, and the number trained was 1,899 of whom 1,240 passed. The figures for last year were 1,190 and 863 respectively.

Technical Department.

5. The Technical Department teaching masonry, carpentry and gardening attached to the Chin School, Falam, is doing good work.

European apprentices.

6. The school for European apprentices attached to the railway workshops at Insein continues to teach drawing and machine construction with success. Forty-nine European apprentices received stipends in the workshops of different firms. There were fifty-three last year.

Drawing.

7. The number of schools and pupils taking drawing increased from 799 and 37,901 to 955 and 47,224 respectively. Of the schools 832 were vernacular, *i.e.*, 124 more than last year, but European and Anglo-vernacular schools have also increased. Passes number 26,901.

In the Lower Grade Teachers' Drawing Certificate Examination there were 167 passes in the various subjects as compared with 125 last year.

Music.

Thirty-two schools took this subject, four more than last year, and passes shewed an increase from 2,378 to 2,691.

Dress-making, etc.

Dress-making and cutting-out had 50 passes, fourteen more than last year. Only two schools take this subject.

Cooking.

There were twenty-three passes in cooking. This subject is only taught in one school.

Needle-work. Needle-work generally was taken by 357 schools and 7,164 pupils as compared with 340 schools and 6,480 pupils last year. All girls' schools, European and Anglo-vernacular, take this subject.

Weaving and lace-making. Weaving except for the Mandalay Circle is confined to the Bghai-Karen School, Toungoo. The number presented rose from 348 to 377. Lace-making fell as has been noted from 229 to 71 due to the disappearance of Arakan from the list.

The Reformatory School, Insein. Statement III. 8. New rules were introduced during the year which served to improve the condition of the boys and to emphasize the educational character of this school. Work and conduct were both consistently good. Twenty boys were released and twenty-seven admitted during the year, of the latter fifteen were illiterate. Although the number of admissions was fewer than last year, those released were also fewer, so that the year closed with 101 boys as compared with 94 last year. In addition to the ordinary literary subjects of a vernacular school, agriculture, carpentry, tinsmithy and weaving are taught. The license system continued in practice and eleven boys were allowed this privilege.

The school is to be transferred to Thazi as soon as possible, the difficulty about a water supply having been overcome.

Edward Memorial School, Akyab. 9. One ought to note here the King Edward Memorial School, Akyab, which although it began work after the close of this year was formally opened by the Lieutenant-Governor on the 8th of January 1914. The school is under a committee consisting of officials and business men and teaches blacksmith and tin work, tailoring, carpentry and cane work. It has nineteen pupils. Stipends of Rs. 15 per mensem have been provided by Government to enable boys from Kyaukpyu and Sandoway Districts to attend the school.

CHAPTER VIII.

FEMALE EDUCATION.

Statistics. Statements I and III. 1. Last year it was noted that the normal rate of increase had been more than maintained in girls' schools, and then the increase during the year was only 4,416, itself a larger increase than the average annualincrease during the preceding quinquennium. This year records an increase of no fewer than 16,725 girls attending public schools and of an increase of 1,130 attending private schools, a total increase of 17,855 or 11·42 per cent. of the girls of school-going age.

General remarks. Statements I, V and VA. 2. The number attending College has decreased by one, but as the High School Certificate Class of the Government Normal School, Rangoon, had nineteen students doing I. A. work, the actual number of girls doing University work is satisfactory. In the high school stage numbers have risen from 148 to 172, in the middle school stage from 1,654 to 1,851, in the upper primary stage from 8,503 to 9,557 and in the lower primary stage from 69,521 to 85,041. Much has been gained where parents desire to send their girls even to the lower primary schools, and the figures indicate that this desire is increasing at a very rapid rate. It is fairly certain that if there were more female teachers available who were able to teach needlework well, girls would continue at least to the upper primary stage. Unfortunately it is very difficult to arrange for such teachers in a jungle village unless they happen to be natives of the place. The problem of female education in the primary stages may be said to be in a fair way to solution, when we can give girls an education that will appeal to parents as containing something thoroughly practical. They will accept reading, writing and arithmetic provided something useful for girls as housewives is also given. The only subject which is at all possible as a practical subject at present is needlework. To teach this well teachers must be trained in the subject in girls' training schools. The ordinary girls' Normal school does this satisfactorily. The Elementary Training Classes for girls can also do it. The difficulty is, as above noted, to be able to place girls in villages afterwards as teachers. Inspecting officers would be well advised to select promising girls for training from girls' schools with a view to their going back as teachers.

In European schools six per cent. of the European girls are in the high school stage and twenty-three per cent. in the middle school stage. Last year the figures were five per cent. and twenty-three per cent. respectively.

Passes. Statement VI.

The number of presentations and passes in the European High School Final Examination was 29 and 17 compared with 29 and 19 last year. In the Anglo-Vernacular High School Final four were presented and two passed, and in the Matriculation Examination five were presented and four passed.

In the European Middle School Examination 89 were presented and 65 passed compared with 99 and 58 last year. For the Anglo-Vernacular Seventh Standard Examination 136 were presented and 74 passed compared with 112 and 50 last year.

In Vernacular Middle School Examination 45 were presented and 25 passed. Last year's figures were 22 and 6 respectively.

In the primary standards in all classes of schools there is a satisfactory increase in the number of presentations and passes.

Percentage of girls. Statements I and III.

3. The percentage of girls attending boys' schools to the total number of girls attending school, continues to rise being 76·6 compared with 74·8 last year. As was pointed out last year a girls' school is not one exclusively attended by girls, but one in which girls are in the majority. It is quite possible for such a school to be classified as a boys' school in another year if the boys attending out-number the girls.

Girls' schools. Statements III and IIIB.

4. The actual number of girls' schools is 18 European, 16 Anglo-vernacular and 665 vernacular; an increase of two Anglo-vernacular and twelve vernacular. Government maintains no European or Anglo-vernacular schools for girls and only five vernacular, all of which have reached the middle school stage.

Curricula.

5. The curricula for boys and for girls is practically the same, except that needlework is compulsory in girls' schools. Since the close of the year a scheme has been sanctioned making hygiene, household management and cookery compulsory in girls' schools instead of geometry.

Elementary Class.

6. Last year a reference was made to the need for establishing at Akyab an Elementary Class for training girl teachers for Arakan. It has not been possible to do this, but the matter has not been forgotten.

CHAPTER IX.

EUROPEAN EDUCATION.

General remarks. Statements III and IIIB.

1. The number of European schools has decreased from 31 to 30 but European pupils under instruction have increased from 4,142 to 4,487. Of these 437 are in schools for non-Europeans, an increase of ninety over last year. The increased attendance at non-European schools is due to there being no European school at small centres where Anglo-Indian children are. The largest number is to be found at Mergui, but even there the numbers do not justify the opening of a European school. It is somewhat surprising to find five Anglo-Indian boys attending the Government High School, Rangoon.

Number of pupils. Statement IIIB.

2. The percentage of European pupils in European schools is 87 compared with 85 last year. The total number of pupils of all races attending European schools is 4,642 of whom 592 are non-European compared with 621 last year. The largest European boys' school is St. Paul's, Rangoon, with 530 European pupils, and the largest girls' school, St. John's Convent, Rangoon, with 323. As was noted last year most girls' schools admit boys to the lower classes, while some are co-educational to the end of the middle school.

Number of schools. Statements IIIB and VA.

3. The European Boys' School, Maymyo, is the only school directly under Government. The attendance there has increased from 156 to 193, of whom half are boarders. Large extensions to buildings have been sanctioned and are now in progress. These include a large dormitory, a science laboratory and a

play shed. The laboratory will enable a beginning to be made with science teaching.

Of the other twenty-nine schools two are railway schools, and the others are under mission management.

The schools are divided according to grade as follows: High schools, six for boys and eleven for girls compared with six and ten last year; Middle schools five for boys and five for girls compared with five and six last year; Upper Primary schools three admitting boys and girls.

The total number of boys in European schools is 2,383 an increase of 139, and of girls 2,213 an increase of 99. At every stage of instruction there are satisfactory increases except in the upper primary stage in boys' schools where the figures were 598 in 1912-13 and 587 this year. There is an increase of 28 in the high department, 150 in the middle and sixty in the primary. The European population is not a large one and only small annual increases can be expected. The percentage in the high school stage remains as last year about five, at the middle school stage the percentage has risen from twenty-two to twenty-four. This is satisfactory as no pupil can be considered to have had a reasonable education who does not complete the middle school course.

Passes. Statement VI.

4. In University examinations the results were not so satisfactory as last year due to there being fewer students in the final classes. Three men passed the B.A. Examination as compared with six men and three women, while two men and seven women passed the I.A. compared with four men and ten women last year. In the I. Sc. examination five men passed, three more than last year.

In school examinations one boy passed the Matriculation compared with four in 1912-13. In the European High School Final fifteen boys and sixteen girls passed compared with thirteen and eighteen. In the Anglo-Vernacular High School Final two boys passed, one more than last year. In the middle school standards 673 passed compared with 559. The primary standards shewed satisfactory results.

No change was made in the curricula. Recommendations for certain changes were made and sanctioned, but they came into force after the close of the year.

One important change was made by abolishing primary scholarships, and with the proceeds establishing additional scholarships at the end of the middle and high school stages.

The rule for the admission of non-Europeans to European schools was altered as has been already noted in Chapter I.

Several schools have now taken up typewriting, but manual training is not yet done. Drill is very well done in most of the schools and drawing is satisfactory. The latter subject is specially well done in St. Peter's School, Mandalay. Music is taken in nearly all girls' schools: some schools, *e.g.*, St. John's Convent, Rangoon, and the Diocesan Girls' School, Rangoon, do excellent work. In the boys' schools the subject has just found a footing.

The proceedings of the Conference referred to in Chapter IX, paragraph 6 of last year's report, were generally approved by Government. One important resolution related to establishing provincial scholarships to enable Anglo-Indians to proceed to Europe for a course of study. Government agreed to one scholarship for men and one for women, when funds can be provided.

Grants.

5. The recurring grant of Rs. 31,000 enabled considerable improvement to be made in the salaries of teachers. The building grant of three and a-half lakhs for European schools has been of great use in assisting schools to erect urgent extensions. St. Michael's Girls' School, Maymyo, has now excellent buildings. The Government European School, Maymyo, will be specially well equipped when the buildings now in hand are finished. The American Baptist Mission European School, Rangoon, has now substantial buildings. Valuable extensions have been erected at St. John's Convent, Rangoon. Additions have also been made to the Convents at Mandalay and Rangoon and to St. Patrick's School, Moulmein. Money has also been set aside for new buildings for the English Girls' School, Moulmein, the Diocesan Girls' School, Rangoon, and the Methodist School, Thandaung.

CHAPTER X.

MAHOMEDAN EDUCATION.

Statistics. Statement III.

1. The total number of Mahomedans attending schools of all classes, public and private, is 18,715, an increase of 3,234 on last year. Of this total 11,584 are in public institutions, an increase of 1,667. The percentage attending public schools to the total attendance in all schools is 62 instead of 64. The percentage for 1911-12 was 66, so that a decreasing percentage of pupils is found in public schools, although the actual attendance is higher.

Mahomedan schools.

2. The total number of Mahomedan schools is 381, or 37 more than last year. Of this increase only eight are public schools which have risen from 111 to 119. Secondary schools have decreased by one and Upper Primary schools by six, while Lower Primary schools show an increase of fifteen. Apparently the Mahomedan community is unable to maintain its position even in Upper Primary schools.

The attendance in Mahomedan schools of all kinds is 12,200 compared with 10,605 last year; but of these no fewer than 6,840 are in private institutions.

There are still three Anglo-Vernacular schools all graded as secondary with 273 pupils, nine less than last year.

Vernacular schools.

3. There is obviously no great desire on the part of Mahomedan parents to support purely Mahomedan schools. Vernacular Schools number 116, eight more than last year but the increase in attendance is very small, the figures being 4,942 and 5,087. The Akyab District shows an increase of 16 schools and 559 pupils, but Shwebo which last year showed seven schools and 271 pupils returns nothing this year, and Yamèthin which returned seven schools and 332 pupils, this year shows only two schools and 125 pupils. Mandalay town showed last year two schools and 134 pupils; this year it has only one school and twelve pupils, an extraordinary result. The solitary school in Sandoway with 81 pupils has disappeared altogether. These are examples of the evanescent character of Mahomedan schools. It is plain to the most inexperienced observer that instability of this kind cannot possibly make for sound education. If the Mahomedan community would only endeavour to maintain and strengthen existing schools, apart from an increase in their numbers, some real progress would be possible.

Passes, etc. Statements III & VI.

4. Mahomedans at the different classes of schools may be classified as follows: In Colleges 23 as compared with 10 last year, in High schools 934 and 851, respectively, in Middle schools 3,443 and 2,988, and in Primary schools 7,131 and 6,039.

The following table shows the passes :—

	1912-13.	1913-14.
B. A.	...	2
I. A.	4	2
Matriculation	7	17
High School Final	2	11
Middle School	371	427
Upper Primary	962	1,156
Lower Primary	3,173	4,018

These results show progress.

Private schools. Statement III.

5. The returns for private schools show 262 at which the Koran is taught, an increase of 29 over last year. No doubt there are a good many more than this, but the inspecting staff is not sufficient to explore the province.

Girls. Statement III(A).

6. The number of girls attending public schools is 2,288, an increase of 418, and attending private schools 1,682, an increase of 337. This is satisfactory. Of the girls attending public schools 11 are in European Secondary schools, 43 in Anglo-Vernacular Secondary schools, five in Anglo-Vernacular Primary schools and the remainder in Vernacular schools.

Anglo-Vernacular schools.

7. The Anglo-Vernacular schools in Rangoon are the Randeria and the Madrassa Islamia. The former, a High school, has 184 pupils, of whom sixteen are in the High department; the latter, a Middle school, has only 69 pupils. The Mahomedans of Rangoon certainly show no great desire to support their own

schools. The small school at Pyawbwè is a Middle one with only twenty pupils. The Elementary class for Urdu teachers was opened after the close of the year at Akyab.

Conference.

8. A conference of leading Mahomedans in the Province was called by the Director of Public Instruction in July 1913, and was well attended. The members formed themselves into a Committee and, after considering the question of Mahomedan education in detail, submitted certain recommendations to the Director of Public Instruction. The Director of Public Instruction after scrutinizing these proposals submitted them to Government with various recommendations, and orders are now awaited. Whatever proposals may be adopted, the real issue rests with the Mahomedans themselves. Facilities for education cannot be said to be wanting in Burma for any race, and no special legislation will do anything to lead an apathetic community to school. But are the Mahomedans in Burma really so apathetic? The only apathy seems to be in not wishing to send their children to purely Mahomedan schools. The numbers in attendance on other than Mahomedan public schools are 6,224 compared with 4,693 last year, an increase of 1,531, or 33 per cent., whereas the increase in attendance on purely Mahomedan public schools is exactly 136, the figures being 5,224 for 1912-13 and 5,360 for 1913-14. The inference is that the Mahomedan community prefer to send their children to schools where Burmese is taught rather than to schools where Urdu is taught. This is probably a wise preference as to the local Mahomedan a knowledge of Burmese is of importance. If an annual increase of thirty or even twenty per cent. is to be looked for, one may rest assured that in a few years the Mahomedan community will have no need to be ashamed of the spread of education among them. It may be that the increase will not be in the direction of purely Mahomedan schools, but that does not touch the broader question that the community is successfully and rapidly overcoming its indifference. Individuals no doubt select the schools which best meet their needs, and they will continue to do so.

CHAPTER XI.

THE EDUCATION OF SPECIAL CLASSES.

General remarks.

1. The total number of public schools for special classes has risen from 1,276 to 1,320 and the attendance from 42,004 to 47,593. Of these schools 32 are Anglo-Vernacular, an increase of three, two Tamil and one Punjabi school. The latter race for the first time has an Anglo-Vernacular school of its own. On the vernacular side the Karens shew 968 schools and 30,527 pupils as compared with 930 schools and 26,242 pupils last year. As was pointed out last year they are by far the most important of the special classes, maintaining an interest in education which shews itself in steady advance from year to year. Even in their Anglo-Vernacular schools which are twelve in number as they were last year, the attendance has increased from 2,581 to 2,848.

The Shans, who are next in importance, have one Anglo-Vernacular school at Hsipaw which has an increased attendance, but on the vernacular side schools have fallen from 116 to 103 with a corresponding decrease in attendance. The Inspector of Schools reports "The Superintendent, Northern Shan States, is not in favour of opening many new schools until those existing can provide Shan-speaking teachers for villages away from the railway line, where the children know no Burmese at all when they first come to school. Meanwhile, the existing State schools are nearly all well attended, well housed and their teachers are well paid, thanks to the system of State aid."

Talaing schools have lost ground and are replaced as third in importance by the Tamils and Telugus who have now 80 schools, Vernacular and Anglo-Vernacular, with an increased attendance. In Maymyo further admission of Tamils into the Government Anglo-Vernacular school has been refused owing to want of accommodation, but the school will be enlarged immediately. The Inspector of Schools, Tenasserim, thinks that many Talaing private schools will be registered when additional inspecting officers are appointed.

The other tribes which appeared last year continue to maintain schools with slight fluctuations in numbers. The school for the Lahu and Lowa in the Southern Shan States has increased its attendance from 70 to 116, thus giving promise of becoming permanent.

Government vernacular schools are maintained for Chins at Falam, Tiddim and Mindat, for Kachins at Sinlumkaba and for Shans at Lashio, Hsipaw and Taunggyi (Anglo-vernacular). Two school hostels have been built at Lashio and Hsipaw.

The curriculum for Chins includes simple carpentry and mason work, subjects which make the work of the schools more practical. The school at Mindat has gone down in numbers as more pupils left than were admitted. The Chins are poor and unable to pay anything in the way of boarding fees. The school is reported to be highly efficient and the decrease in attendance is all the more regrettable. The present grant of two rupees per pupil towards boarding might well be increased so that the advantages offered by the school might be fully utilized. A new building is being erected. The Kachin school at Sinlumkaba has a large garden attached to it which it is hoped to maintain by the work of the pupils.

Private schools.

2. Private schools number 875 with 10,424 pupils as compared with 865 with 11,528 pupils last year, but no reliable inference can be drawn from these figures.

Shan Chiefs' school, Taunggyi.

3. The Shan Chiefs' school at Taunggyi still shows a decline in attendance. It has now 64 pupils. The admissions to the school are controlled by the Superintendent of the Southern Shan States. The number of those eligible for admission is not very large, and as the elder boys pass out of the school there are fewer to take their place, so that a decrease in numbers will probably continue until the admissions and withdrawals balance each other. The attendance, the Head Master thinks, will then be between thirty and forty. The work of the school has to some extent been hampered by the changes in the staff, but on the whole it has been satisfactory. Games are regularly played and in them the boys have attained to a very fair standard of efficiency.

Various races

4. Taking the various races in the province at every kind of public schools the Karens come easily first with 32,846 pupils; next in order are the Talaings 9,478, the Chinese 6,173, the Shans 5,223, Indian races 1,566 and Taungthus 1,818. The other races do not reach four figures. The total of all races (excluding Europeans, Indians and Burmans) who attend public schools is 59,974, and if the pupils at private schools be added, it reaches 74,386.

CHAPTER XII.

PRIVATE INSTITUTIONS.

General remarks.

1. As has been pointed out in previous reports the figures for private institutions are not to be relied on. Inspecting officers are unable to explore their districts so that schools which lie at any distance from the route taken in visiting registered schools escape notice. That an increase in the number of inspecting officers would result in the discovery of many schools is made clear by the work of the officers who were placed on special duty during 1913-14 and 1914-15. Six officers travelled in twelve districts and submitted reports of visits to 1,700 schools approximately, most of which had not been visited before. All of them will not be registered but even if half of them are, much will have been accomplished, and the visits which will be paid to the newly registered schools will have the effect of familiarizing the neighbouring unregistered schools with the inspecting officer, and may ultimately lead to their being included also.

Statistics. Statements I and III.

2. The figures for the year are 17,217 schools and 180,843 pupils, an increase of 289 schools and 3,683 pupils. The Irrawaddy, Mandalay and Sagaing Divisions actually show small decreases in schools. In the four Upper Burma Divisions there are 10,977 private schools, so that even if the Deputy Inspectors of schools on special duty have gathered in 1,500 of them there is plenty of room for more. Indeed it is probable that a further period of special duty would lead to good results.

The percentage of pupils in private schools to the whole number under instruction is 36 as compared with 39 last year. Public schools are thus making steady inroads on the phalanx of private schools.

Monastic schools.

3. Of the private schools practically all are monastic and it was to these schools that the efforts of the Deputy Inspectors of schools on special duty were directed. These officers were told that they were to give attention to monasteries, and to induce them to register themselves, and only when this failed were they to endeavour to establish lay schools. They were, at the same time, to indicate in the case of hamlets how many should be grouped to form "a-one school area." This information will be most useful in determining where new schools are necessary.

As a rule the monks are apathetic when the people are. It was found that even in some large villages the people had no desire to educate their children, and it was just in these places that the monks were most conservative. The teaching of arithmetic was a stumbling block. The monks cannot teach it, but by opening Elementary Training Classes in monasteries it is hoped that the younger men will be well instructed, not only in arithmetic, but in simple methods of teaching, and that the next generation of monks will not make this subject an excuse for not registering their monasteries. Six such classes were opened after the close of the year, one in U Thila's Monastery in Sagaing town, one in U Thondara's Monastery at Taungdwingyi (Magwe District), one in U Pandisa's Monastery, Myingyan town, one in U Wilathadama's Monastery at Shwedaung, (Prome District), one in U Nandamala's Monastery at Bilin (Thatôn District), and one in U Nanda's Monastery at Kyeikkami (Amherst District). The work in these monasteries will be reported on next year and ought to be interesting.

The two elementary classes opened in February 1914 in connection with monasteries at Henzada had not been long enough at work to allow of the work being tested at the close of the year.

Special examination for monks.

4. With a view to interesting monks in arithmetic a special examination has been instituted for them requiring a knowledge a little in advance of the amount required for Standard IV. Successful monks receive two bags of rice. This year the examination produced 88 candidates of whom 42 passed, a large increase over those who entered last year. The examination is likely to prove a success.

Mahomedan schools. Statement III.

5. The number of Koran schools has increased from 233 to 262 and pupils from 5,381 to 6,840.

In the Karen Hills there are too many mission schools which are not yet on the registered list. The reason for this appears to be that the teachers in charge are also itinerant missionaries who are constantly leaving their schools. The Inspector of Schools has addressed the European Missionaries in charge urging them to provide permanent teachers.

CHAPTER XIII.

MANNERS AND MORALS.

Games and Hostels.

General remarks.

1. The teaching of morals continues to be carried on and the Inspectors report that the results are satisfactory. In Government Anglo-Vernacular and Vernacular schools the instructor is a member of the staff, but a considerable number of priests pay regular visits and deliver discourses to the pupils. The Inspector of Schools, Tenasserim Circle, reports that in the Southern districts, Tavoy and Mergui, many priests refuse to give their help because the customary offering is not forthcoming. One can only regret this attitude which fortunately is not very common. In other circles where the difficulty has arisen, managers take their pupils to the monastery.

Notwithstanding all that is being done, the main factor necessary to sound progress is practically wanting, namely, the influence and co-operation of the home. This was pointed out last year. Burman parents do not realize their duties

either towards the children or towards the school. Many of them are not sufficiently interested in their children's progress even to attend the school prize-giving. As for training them in obedience, punctuality and the ordinary virtues which any good home would inculcate, that is rarely attempted. Little or no interest is taken in the religious teaching given in schools. That his boy should attend this teaching is a matter which the parent does not consider to be his affair. That is the teacher's business. This apathy has led to religious teaching being given up at the Government High School, Rangoon. Teachers who give their services free are not likely to be encouraged when attendance on religious teaching drops from 200 to 50. The first step towards effective moral training will only be gained when the Burman father takes his proper place in the home, and makes it clear that he means to keep it. Then the work of the school will be made lighter and, at the same time, more effective. That he should ever have surrendered his position would seem astonishing if one did not remember that the path of least resistance is invariably chosen by the Burman. But he has not gone too far along this road to make it impossible to turn back, and it is quite time that he retraced his steps. Nothing but a firm display of parental discipline combined with loyal co-operation of parent and teacher is going to make a self-respecting man and a useful citizen of the Burman boy. Real family life is the true basis of national character and its abiding strength: without it the school can do little. It would be well if the Young Men's Buddhist Associations made it an integral part of their policy to bring home to parents the absolute necessity of their taking a proper share in education. Ideals change with changing circumstances; but new ideals to have vitality must be rooted in the old: divorced from them they cannot live. This is the heritage which the older generation can hand on to those who come after them, and thus what is best in Burmese life, manners and customs will never pass away. It is idle to sit still and lament: nothing that is worth preserving will decay, if the elders will only be up and doing.

Responsibility of Teachers.

2. The prospects in the teaching profession are gradually improving, and though the rewards are not as good as may be looked for in some other departments, they are sufficiently good to attract men who are interested in the profession. It is on such men that the school relies for its best work, not only on the literary side but in the formation of character.

Religious Teaching.

3. Schools under Missionary management give great attention to the religious and moral instruction of their pupils, and, as they form a very considerable proportion of Anglo-Vernacular schools, and practically all the European schools, a large proportion of pupils receive a good training.

Religious Teaching in Government Schools.

4. In the Government High School, Rangoon, religious teaching has been dropped as already noted. The Government High school at Akyab and the Government Middle school at Kyaukpyu have not exerted themselves to arrange for religious instruction. This is much to be regretted. In other Government schools and in Vernacular lay schools, as has been pointed out already, the school staff assisted by local *pôngyis* do what is possible. The visits of the *pôngyi* are of great value in another respect as they tend to break down the barrier that has existed between the monk and the village school under a lay school-master. In Mandalay town, unfortunately, some difference of opinion has prevented the co-operation of monks and the lay school managers, but this, it is hoped, will disappear. In the Government school at Sinlumkaba Christian pupils receive instruction from one of their own faith, and the remaining pupils who are nat-worshippers are instructed by the *Domsa* of the village.

In the Northern Shan States the *pôngyis* teach religion in the lay schools and receive offerings from the *Sawbwas*.

No serious breaches of school discipline have occurred during the year.

Sports.

5. Football easily stands first in favour among the games played, and no better game could be found to teach the Burman boy to take hard knocks and to be unselfish.

Cricket in some schools is played vigorously. Hockey and tennis have their followers and baseball has been introduced.

Drill is done in 1,165 schools as compared with 901 last year: fifty-eight schools do gymnastics, an increase of eleven and 440 instead of 287 do calisthenics. In

the Mandalay Circle the Inspector of Schools, reports drill to be poorly done in lay schools because managers have never seen what drill ought to be. A display of a good drill might be a useful exercise at Educational Conferences.

Boxing is carried on at the Government High School, Rangoon, but so far it has not been found practicable to teach it in other schools.

Hostels. Statement VIII.

6. Hostels for boys have increased from 150 with 6,608 boarders to 161 with 6,931 boarders. For girls the numbers are this year 69 hostels and 3,092 boarders, compared with 60 and 2,686 boarders, last year. Only one boarding school for girls is under Government management, that in connection with the Government Normal School, Rangoon.

A hostel for students at the College and the Normal school was opened by the Young Men's Christian Association in Godwin road, Rangoon, and was filled during the year.

There is some danger of erecting too many hostels. Small schools, as a rule, are not suitable for hostels because the staff is rarely suitable. Proper supervision is absolutely necessary, and this is best obtained when a European superintendent is available. At such centres larger boarding establishments should be erected; the smaller schools should be only day schools.

CHAPTER XIV.

CONFERENCES, TEXT-BOOKS AND LIBRARIES.

Conferences.

1. The Inspector of Schools, Pegu Circle, reports—

"Four large Vernacular Conferences were held in February and March of this year, two at Prome, one conducted by the Deputy Inspector of Schools, Prome (A), and the other by the Deputy Inspector of Schools, Prome (B), one at Pegu by the two Deputy Inspectors of Burmese schools and Deputy Inspector of Karen schools combined and one at Tharrawaddy for Karen teachers conducted by the Deputy Inspector of Karen schools, Prome and Tharrawaddy. The gatherings at these Conferences were large but no tables of statistics have been drawn up. Papers were read on various subjects dealing chiefly with the best methods of teaching, lively discussions took place and the time seems to have been spent pleasantly and profitably. In addition several Deputy Inspectors of Schools held small Conferences of teachers at several centres during the year."

The Inspectors of Schools, Irrawaddy, Meiktila and Mandalay, make no mention of any conference.

The Inspector of Schools, Tenasserim Circle, reports—

"A Vernacular Educational Conference was held in Moulmein in April 1914 and an account of this will appear in the report for 1914-15.

Several Local Conferences were held in the districts. The Deputy Inspector of Schools, Toungoo (B), held one at Shwegyin, and the Sub-Inspector, Toungoo (B), at Kanyutkwin.

The Deputy Inspector of Schools, Amherst (B), also held three such conferences. The subjects chosen for discussion were 'Object-lessons,' 'School Discipline,' 'Drawing,' 'Kindergarten,' and 'Mental Arithmetic.'

The Deputy Inspector of Schools, Mergui, held conferences in various places to explain to village headmen and parents the value of education and this has been done by other Deputies in the course of their tours.

I intend to make the Moulmein Vernacular Conference an annual one, as it appears to be exceedingly popular and is undoubtedly very helpful. One, if not more, Anglo-Vernacular Conference will be held in Moulmein this year.

Text-Book Committee.

2. This office translated and passed through the press "A new Manual of Physical Training". A "Physiography for Burmese Schools" was also translated but printing has not yet been begun. The Burmese version of the "Hand-book of Practical Gardening" by Mr. Thompstone of the Agricultural Department, has been printed and published. Much minor translation was done and 241 Burmese books were reviewed. The office has worked well under its Editor Yeo Wun Sin whose work is deserving of commendation.

Libraries, (i) Bernard Free Library.

3. The readers at the Bernard Free Library increased from 7,868 to 8,086 the increase being entirely in the general department. There was a slight decrease in the readers in the manuscript department.

The number of registered borrowers was 1,230, six more than last year; and of these 270 were registered during the year. Of these borrowers 450 were

Burmans, 373 were Indians and 297 were European or Anglo-Indian. The total number of books in the library at the end of the year was 9,834.

During the year four manuscripts were presented to the library by Mr. J. A. Stewart, I.C.S., and two manuscript books selected from the Exhibits in the case of the recent Zalun rising, were deposited in the library. This brings the number of manuscripts up to 4,848.

The Registrar reports—

"The deputation to Amherst District to compile a list of the Talaing manuscripts preserved in Moulmein and the Amherst District, resulted in a list of 8,331 such manuscripts of which 55 are of great importance, three being Pâli-Talaing dictionaries with explanations in Talaing.

During the last week in October 1913, the Honorary Librarian made a tour in Moulmein to ascertain the attitude of the Talaing *pôngyis* towards the Syndicate in their attempt to acquire valuable Talaing manuscripts as gifts, by purchase, or by copying. He obtained the loan of twelve manuscripts which are being copied for deposit in the library. Of these six were copied during the year.

Steps are being taken towards the removal of the manuscript department, for greater security, into a room in the office of the Commissioner, Pegu Division, Rangoon.

The Library is not endowed. It is supported by yearly grants from Government, the Syndicate and the Rangoon Municipality. In recent years including that under review, these grants have been Rs. 5,000 from Government, Rs. 2,500 from the Syndicate and Rs. 500 from the Municipality. With effect from the 1st April 1914 Government has increased its contribution to Rs 7,500 in order to relieve the Syndicate of their contribution which they can no longer afford."

Maung Tin, Professor of Pâli at the Rangoon College, retains the position of honorary librarian, and the thanks of the Committee are due to him for his services.

114. The institute provides a reading room for teachers and at the same time arranges as far as possible for a programme of lectures. With a view to stimulating original work among teachers a prize was offered to the teachers of Burma for the two best essays on "The Teaching of English to Asiatics." Several good essays were received and the best essay was printed for circulation. The Teachers' Institute.

The library now contains 3,765 books and borrowers numbered 4,960.

5. This Society has a useful collection of about 11,000 books in all departments suitable for the general reader on most subjects. It has 140 members. Rangoon Literary Society.

6. The Young Men's Christian Association has a library of about 1,800 volumes. The number of members is roughly 500. Y. M. C. A.

CHAPTER XV.

FINANCE.

1. The total expenditure on Education in the Province from all sources was Rs. 61,54,700. This shows an increase of nearly 8½ lakhs on last year's figure. Of the total expenditure, Provincial Funds showed a net expenditure of Rs. 25,71,544 against Rs. 22,31,575 in 1912-13. District Funds, Municipal Funds, Fees and other sources showed increases of Rs. 1,23,627, Rs. 59,422, Rs. 1,95,162 and Rs. 1,00,346, respectively. The charges under "Direct and Indirect Expenditure" increased all round. Roughly nearly 5¼ lakhs of the increment have been spent on direct expenditure and the balance on indirect. Of the actual total over 20 lakhs represented direct and nearly 21½ lakhs indirect expenditure. Under the head of direct expenditure the largest increase was shown under "Secondary Schools" on which Rs. 3,44,262 was spent in excess of the corresponding expenditure of 1912-13. Under indirect expenditure charges on all heads have risen. The expenditure under furniture and buildings alone increased by Rs. 1,18,095. Expenditure on Education. Statements II and IV.

The average expenditure per head of population has risen from As. 7 to As. 8-2. The average cost of educating each pupil in "Arts Colleges" has fallen from Rs. 416-6-4 to Rs. 378-3-1; in "Secondary Schools" it has risen from Rs. 23-7-8 to Rs. 24-1-9 and in "Primary Schools" from Rs. 4-9-7 to Rs. 4-9-8, whereas in "Training Schools" it has fallen from Rs. 377-5-7 to Rs. 316-6-7.

Special Grants.

2. Of the total provincial expenditure nearly 11 lakhs were contributed from Imperial Funds against over 5½ lakhs in 1912-13. Of this contribution, the Public Works Department spent Rs. 12,085 from the 3¼ lakh grant, Rs. 60,678 from the 21 lakh grant, Rs. 1,14,981 from the 8 lakh grant, Rs. 65,184 from the 1½ lakh grant, and Rs. 50,218 from the balance of the recurring and non-recurring grants on the construction of Government buildings. The Department also spent Rs. 8,500 from the 8 lakh grant, Rs. 12,900 from the 3¼ lakh grant, Rs. 2,44,661 from the 21 lakh grant, Rs. 8,556 from the unexpended balance of Rs. 1,35,000 and Rs. 4,42,119 from the recurring grants. Of the total Departmental expenditure, Rs. 3,48,617 represent non-recurring and Rs. 4,48,119 recurring grants against Rs. 1,19,682 and Rs. 1,31,488, respectively, in 1912-13. The non-recurring grant of Rs. 3,48,617 was spent partly on "Buildings" of aided Instirutions and partly on "Equipment" of both aided and Government schools. Of the total recurring grants, Rs. 2,41,960 were spent on "Elementary Education for Boys" against Rs. 64,805; Rs. 57,115 on "Education of Girls" against Rs. 11,128; Rs. 8,578 on "Technical and Industrial Education" against Rs. 1,407; Rs. 39,418 on "Education of Europeans and Anglo-Indians" against Rs. 13,158 and Rs. 39,433 on "Secondary English Education" against Rs. 40,000 in 1912-13. Of the remaining sum Rs. 22,632 was spent on "Colleges and Training Institutions," Rs. 37,608 on "Secondary Eudcation" and Rs. 1,375 on "Manual Training" against no expenditure in the previous year.

3. Under "Elementary Education for Boys" nearly Rs. 60,600 was spent on additional Deputy and Sub-Inspectors of Schools, Rs. 4,000 on Government Vernacular Primary Schools, Rs. 15,900 on stipends and salaries of Government Vernacular Elementary Teachers, Rs. 28,200 on salaries and allowances of Government Vernacular Certificated teachers and certificated teacher-managers, Rs. 31,100 in the payment of supplementary results grants to Vernacular Schools, Rs. 5,503 in the award of additional normal stipends, Rs. 17,000 on clerical staff, Rs. 26,500 in the payment of contributions to Municipal and District Cess Funds, Rs. 46 600 on Building and Equipment grants to Vernacular Schools and the rest on other miscelloneous charges. Of the total expenditure under "Education of Girls" nearly Rs. 2,300 was spent in providing stipends and salaries for Government Vernacular Elementary Female Teachers, Rs. 11,900 on salaries and allowances of Government Vernacular Certificated Mistresses and Certificated Female Teacher-Managers, Rs. 3,500 in the award of additional normal stipends, Rs. 15,600 in the payment of Contributions to Municipal and District Cess Funds, Rs. 2,700 in the award of Upper and Lower Primary Scholarships and the rest on Building and Equipment grants to Vernacular schools for girls. A total sum of Rs. 8,578 was spent under "Technical and Industrial Education" in providing salary grants, stipends and small equipment grants for school gardens. Under "education of Europeans and Anglo-Indians" nearly Rs. 20,000 was spent on salary and fixed grants to European Schools, Rs. 11,800 in the payment of Building grants, and the rest on the establishment of the Government School for Europeans, Maymyo, and in the award of Normal and special stipends in lieu of fees.

Of the remaining sum, Rs. 39,433 under "Secondary English Education" was spent on additional fixed, salary and capitatoin grants to Anglo-Vernacular Schools and in providing small Building and Equipment grants, Rs. 22,632 under "Colleges and Training Institutions" was chiefly spent in the award of additional stipends and scholarships, payment of contributions to Hostel Funds and purchase of scientific apparatus, Rs. 37,608 under "Secondary Education" was spent in the transfer of certain Municipal Schools to Government and raising of two Government Middle Schools to the High stage and in providing "Furniture and apparatus" and special stipends to poor scholars other than Europeans, and Rs. 1,375 under "Manual Training" was spent on the establishment of additional Manual Training classes.

The additional assignment made by the Government of India during the year enabled the Department to carry out the schemes more fully than in the previous year.

W. G. WEDDERSPOON,

Offg. Director of Public Instruction, Burma.

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(For details see General Table No. III.)

Area and Population.			Institutions and Scholars.	Public Institutions.								Private Institutions.		Grand Total.	Percentage of	Remarks.
				Collegiate Education.		School Education—General.			School Education—Special.							
Total area in square miles.	Number of Towns and Villages.	Population.		Arts Colleges.	Professional Colleges.	Secondary Schools.	Upper Primary Schools.	Lower Primary Schools.	Training Schools.	All other special Schools.	Total of Public Institutions.	Advanced.	Elementary.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
230,839	Towns 63	Males 6,183,494	Institutions for Males...	2	...	988	2,802	2,244	8	316	6,360	...	17,160	23,520	Institutions to number of towns and villages = 64·34	
	Villages 37,678		Institutions for Females	...	...	100	322	277	4	3	706	...	57	763		
		Females 5,931,723	Total ...	2	...	1,088	3,124	2,521	12	319	7,066	...	17,217	24,283		
			Scholars Males...	446	...	79,227	91,128	52,294	419	3,521	227,035	...	176,254	403,289	Male scholars to male population of school-going age = 43·48.	
			Scholars Females	7	...	26,297	46,860	23,464	170	252	97,050	...	4,589	101,639	Female scholars to female population of school-going age = 11·42.	
	Total 37,741	Total 12,115,217	Total ...	453	...	105,524	137,988	75,758	589*	3,773	324,085	...	180,843	504,928		

The population of school-going age is taken at 15 per cent. of the whole population.

* This excludes 127 students in Elementary classes.

GENERAL TABLE No. II.—*Abstract Return of Expenditure on*
(For details, *vide*

	Total direct expenditure on Public Instruction.						
	Collegiate education.		School Education—General.			School Education—Special.	
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Upper Primary Schools.	Lower Primary Schools.	Training Schools.	All other special Schools.
1	2	3	4	5	6	7	8
1. Institutions for— Males ...	Rs. 1,78,884	Rs. ...	Rs. 21,88,764	Rs. 6,76,806	Rs. 1,77,335	Rs. 1,58,199	Rs. 91,827
Females ...	...	...	3,72,280	96,227	34,700	25,953	4,379
Total ...	1,78,884	...	25,61,044	7,73,033	2,12,035	1,84,152	96,206
2. (*a*) Percentage of Provincial expenditure included in columns 2—18 to total Provincial expenditure on Public Instruction.	3·94	...	30·34	6·32	1·99	6·58	3·39
(*b*) Percentage of Local Fund expenditure included in columns 2—18 to total Local Fund expenditure on Public Instruction.	...	...	36·68	45·24	12·90	...	...
(*c*) Percentage of Municipal Fund expenditure included in columns 2—18 to total Municipal expenditure on Public Instruction.	...	...	69·59	13·29	1·35	...	...
(*d*) Percentage of total expenditure in columns 2—18 to total expenditure on Public Instruction.	2·91	...	41·61	12·56	3·44	2·99	1·56
3. Average annual cost of educating each pupil in—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government Institutions. Cost to Provincial Revenues.	232 0 7	...	30 12 5	42 10 3	...	385 1 5	322 9 9
Cost to Local and Municipal Funds.	...	...	0 12 8	...	...	...	...
Total cost ...	321 3 3	...	55 1 9	43 7 2	...	385 2 10	334 0 6
Local Fund Schools. Cost to Provincial Revenues.	...	...	...	...	...	...	...
Cost to Local Funds	...	...	16 5 10	12 3 10	...	...	...
Total cost ...	..	...	20 13 1	13 4 10	...	...	...
Municipal Schools. Cost to Provincial Revenues.	...	...	9 8 10	...	...	...	...
Cost to Municipal Funds.	...	...	6 0 6	...	...	...	...
Total cost ...	...	...	44 12 11	...	...	...	...
Institutions in Native States. Cost to Native State Revenues.	...	...	...	...	...	...	...
Cost to Local and Municipal Funds.	...	...	...	...	...	...	...
Total cost ...	...	...	...	...	...	...	...
Aided Institutions. Cost to Provincial Revenues.	96 12 5	...	4 10 2	1 1 6	0 10 10	172 12 7	6 1 11
Cost to Local and Municipal Funds.	...	...	5 3 4	2 4 5	1 0 9	...	...
Total cost ...	755 15 3	...	20 5 9	5 8 2	2 12 9	230 10 5	6 13 11
Unaided Institutions. Total cost ...	...	...	...	...	...	...	36 13 4
All Institutions. Cost to Provincial Revenues.	214 4 11	...	7 5 6	1 2 10	0 10 10	290 9 9	24 5 7
Cost to Local and Municipal Funds.	...	...	4 14 3	2 4 8	1 0 9	...	...
Total cost ...	378 3 1	...	24 1 9	5 9 8	2 12 9	316 6 7	26 0 11

Public Instruction in Burma for the official year 1913-14 (Chap. XV, para. 1).
General Tables IV & VII.)

Total indirect expenditure on Public Instruction.									Total expenditure on Public Instruction.	Remarks.
Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.		
9	10	11	12	13	14	15	16	17	18	19
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
34,71,815 5,33,539	....	85,921	4,48,107	66,384	5,92,380	60,045	8,96,481	21,49,318	61,54,672	
40,05,354	...	85,921	4,48,107	66,384	5,92,380	60,045	8,96,481	21,49,318	61,54,672	
52·56	...	3·34	17·43	2·57	17·27	1·80	5·03	47·44	100	
94·82	...	...	...	...	3·67	...	1·51	5·18	100	
84·23	...	...	...	...	11·91	1·01	2·85	15·77	100	
65·07	...	1·40	7·28	1·08	9·62	·98	14·57	34·93	100	

Rs. A. P.	
51 12 9	
0 11 5	
76 14 1	Percentage of Provincial expenditure included in column 18 to total expenditure on Public Instruction = 41·78
...	
15 11 10	
19 11 0	Percentage of Local Fund expenditure included in column 18 to total expenditure on Public Instruction = 9·22
9 8 10	
6 0 6	
44 12 11	Percentage of Municipal expenditure included in column 18 to total expenditure on Public Instruction = 7·27
...	
...	
...	Percentage of expenditure from fees included in column 18 to total expenditure on Public Instruction = 30·03
2 4 5	
2 13 4	
9 10 8	Percentage of expenditure from all other sources included in column 18 to total expenditure on Public Instruction. = 11·70
36 13 4	Total ... 100
4 2 7	
2 13 1	
12 5 4	

GENERAL TABLE NO. III.—*Return of Colleges, Schools and Scholars in Burma for the* paras. 1, 2 and 6; Chap. VI, paras. 1 and 2; Chap. VII, paras. 2 & 8; Chap. VIII, paras.

Class of Institutions.	Under Public							
	Managed by Government.				Managed by District or Municipal Boards.			
	Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
Arts Colleges.								
Collegiate Education. — English	1	391	411	365	...	...	...	...
Collegiate Education. — Oriental	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.								
Collegiate Education. — Law	...	...	...	...	...	...	...	...
Collegiate Education. — Medicine	...	...	...	...	...	...	...	...
Collegiate Education. — Engineering	...	...	...	...	..	...	...	...
Collegiate Education. — Teaching	...	...	...	...	...	...	...	...
Collegiate Education. — Agriculture	...	...	...	...	...	...	...	...
Total	1	391	411	365	...	...	...	...
Secondary Schools.								
School Education, General. — For boys — High Schools	17*	5,147	5,379	4,724	...	...	...	...
School Education, General. — For boys — Middle Schools — English	19	2,750	2,811	2,492	3§	479	458	398
School Education, General. — For boys — Middle Schools — Vernacular	26	2,577	2,577	2,577	15	1,301	1,301	1,301
School Education, General. — For girls — High Schools	...	...	...	...	...	...	...	...
School Education, General. — For girls — Middle Schools — English	...	...	...	..	...	...	...	...
School Education, General. — For girls — Middle Schools — Vernacular	5	404	404	404	...	...	...	...
Total	67	10,878	11,171	10,197	18	1,780	1,759	1,699
Upper Primary Schools.								
School Education, General. — For boys	6	292	292	292	4	243	243	243
School Education, General. — For girls	...	...	...	...	...	...	...	...
Total	6	292	292	292	4	243	243	243
Lower Primary Schools.								
School Education, General. — For boys	...	...	...	...	...	...	...	...
School Education, General. — For girls	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...
Schools for Special Instruction.								
School Education, Special. — Training Schools for Masters	5	330	323	301	...	...	...	...
School Education, Special. — Training Schools for Mistresses	...	...	...	...	...	...	...	...
School Education, Special. — Schools of Arts	...	...	...	...	...	...	...	...
School Education, Special. — Law Schools	1	14	16	16	...	...	...	...
School Education, Special. — Medical Schools	...	...	...	...	...	...	...	...
School Education, Special. — Engineering and Surveying Schools	2	90	93	84	..	...	...	...
School Education, Special. — Technical and Industrial Schools	...	...	...	...	...	...	...	...
School Education, Special. — Commercial Schools	...	...	...	...	...	..	...	...
School Education, Special. — Agricultural Schools	...	...	...	...	...	...	...	...
School Education, Special. — Reformatory Schools	1	101	97	97	...	..	...	...
School Education, Special. — Other Schools ‡	...	...	...	...	...	...	...	...
Total	9	535	529	498	...	...	...	...
Total of Colleges and Schools of Public Instruction	83	12,096	12,403	11,352	22	2,023	2,002	1,942

* Includes one Government Vernacular High School with an attendance of 145.
† Includes eleven Vernacular High Schools with an attendance of 1,127.

official year 1913-14 (Chap. I, paras. 2, 4 and 5; Chap. III, paras. 1 and 4; Chap. IV, paras. 2, 4 & 13; Chap. V, 1, 3 and 4; Chap. IX, para. 1: Chap. X, paras. 1, 4 and 5; and Chap. XII, paras. 2 and 5).

Public Institutions.

Management.				Under Private Management.							
Maintained by Native States.				Aided by Government, or by District or Municipal Boards.				Unaided.			
Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
10	11	12	13	14	15	16	17	18	19	20	21
...	...	...	...	1	62	62	59	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1	62	62	59	...	...	...	...
...	...	...	...	30†	9,026	9,309	8,459	...	...	...	...
...	...	...	...	70	11,073	11,412	10,024	...	...	...	...
...	...	...	...	808	62,190	62,190	62,190	...	...	...	...
...	...	...	...	14	2,882	2,759	2,448	...	...	..	...
...	...	...	...	14	1,659	1,599	1,414	...	...	...	...
...	...	...	...	67	6,036	6,036	6,036	...	...	...	...
...	...	...	...	1,003	92,866	93,305	90,571	...	...	...	...
...	...	...	...	2,792	121,608	121,619	121,499‡	...	...	..	...
...	...	...	...	322	15,845	15,829	15,798	...	...	...	...
...	..	...	...	3,114	137,453	137,448	137,297	...	...	...	...
...	...	...	...	2,244	66,895	66,895	66,895	...	...	...	...
...	...	...	...	277	8,863	8,863	8,863	...	...	...	...
...	...	...	...	2,521	75,758	75,758	75,758	...	...	...	...
...	...	...	...	3	134	135	118	...	...	...	...
...	...	...	...	4	125	124	121	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	4	172	178	162	...	...	...	...
...	...	...	...	...	...	...	...	3	203	115	109
..	...	...	...	...	...	...	...	...	...	...	...
..	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	308	3,193	3,193	3,193	...	...	...	...
...	...	...	...	319	3,624	3,630	3,594	3	203	115	109
...	...	...	...	6,958	309,763	310,203	307,279	3	203	115	109

‡ 308 Pâli schools prepared for the *Patamabyân* Examination.
§ Includes one District Cess Anglo-Vernacular School with an attendance of 74.

GENERAL TABLE NO. III.—*Return of Colleges, Schools and*

	Class of Institutions.	Grand total of Public Institutions.	Grand total of scholars on the 31st March.	Number of scholars on 31st March learning		
				English.	A classical language.	A vernacular language.
	1	22	23	24	25	26
Collegiate Education.	*Arts Colleges.*					
	English	2	453	450	375	56
	Oriental	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.					
	Law	...	...	...	...	...
	Medicine	...	...	...	...	...
	Engineering	...	...	...	...	...
	Teaching	...	...	...	...	...
	Agriculture	...	...	...	...	...
	Total	2	453	450	375	56
School Education, General.	*Secondary Schools.*					
	For boys — High Schools	47	14,173	12,843	3,870	13,300
	For boys — Middle Schools — English	92	14,302	14,131	3,150	11,862
	For boys — Middle Schools — Vernacular	849	66,068	...	29,299	65,256
	For girls — High Schools	14	2,882	2,671	437	1,410
	For girls — Middle Schools — English	14	1,659	1,636	48	1,271
	For girls — Middle Schools — Vernacular	72	6,440	...	1,775	6,440
	Total	1,088	105,524	31,281	38,579	99,539
	Upper Primary Schools.					
	For boys	2,802	122,143	823	49,806	117,797
	For girls	322	15,845	250	4,798	15,556
	Total	3,124	137,988	1,073	54,604	133,353
	Lower Primary Schools.					
	For boys	2,244	66,895	...	22,518	64,192
	For girls	277	8,863	...	1,979	8,768
	Total	2,521	75,758	...	24,497	72,960
School Education, Special.	*Schools for Special Instruction.*					
	Training Schools for Masters	8	464	184	260	356
	Training Schools for Mistresses	4	125	38	...	107
	Schools of Arts	...	...	...	...	...
	Law Schools	1	14	14	...	...
	Medical Schools	...	...	...	...	...
	Engineering and Surveying Schools	2	90	42	...	...
	Technical and Industrial Schools	4	172	105	...	126
	Commercial Schools	3	203	...	...	...
	Agricultural Schools	...	...	...	...	...
	Reformatory Schools	1	101	...	...	101
	Other Schools	308	3,193	...	3,193	...
	Total	331	4,362	383	3,453	690
	Total of Colleges and Schools of Public Instruction	7,066	324,085	33,187	121,508	306,598
Private Institutions...	1. Advanced teaching :— (*a*) Arabic or Persian	...	...	...	...	...
	(*b*) Sanskrit	...	...	...	...	...
	(*c*) Any other Oriental classics	...	...	...	...	...
	2. Elementary—teaching a Vernacular only or mainly. For boys	16,799	170,365	25	94,289	168,363
	2. Elementary—teaching a Vernacular only or mainly. For girls	53	951	...	419	951
	3. Elementary—teaching the Koran. For boys	261	6,770	...	6,770	...
	3. Elementary—teaching the Koran. For girls	1	70	...	70	...
	4. Other Schools not conforming to Departmental Standards. For boys	100	2,278	130	2,142	136
	4. Other Schools not conforming to Departmental Standards. For girls	3	469	200	209	200
	Total	17,217	180,843	355	103,899	169,650
	GRAND TOTAL	24,283	504,928	33,542	225,407	476,248

Scholars in Burma for the official year 1913-14—concluded.

Classification of scholars on the 31st March according to race or creed.								Number of girls in boys' schools.	Number of boys in girls' schools.
Europeans and Eurasians.	Native Christians.	Hindus.		Mahomedans.	Buddhists.	Parsis.	Others.		
		Brahmans.	Non-Brahmans.						
27	28	29	30	31	32	33	34	35	36
29	49	...	15	23	334	2	1	7	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	..
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
29	49	...	15	23	334	2	1	7	...
1,417	1,471	60	219	921	9,994	28	63	622	...
467	3,076	203	1,387	1,090	7,948	4	127	1,428	...
16	3,411	22	267	2,153	60,197	...	2	17,321	...
1,771	297	18	7	13	685	12	79	...	693
515	272	6	11	33	820	...	2	...	617
15	579	5	34	167	5,640	...	...	...	2,745
4,201	9,106	314	1,925	4,377	85,284	44	273	19,371	4,055
32	9,349	54	1,714	4,075	106,875	...	44	37,532	...
99	910	...	59	263	14,508	2	4	...	6,517
131	10,259	54	1,773	4,338	121,383	2	48	37,532	6,517
...	1,676	...	446	2,665	62,104	...	4	17,250	...
...	260	...	10	128	8,465	...	...	...	2,649
...	1,936	...	456	2,793	70,569	...	4	17,250	2,649
30	125	...	2	10	297	...	...	45	...
11	97	...	...	...	17	...	...	...	...
...	...	...	...	...	...	...	...	...	...
2	1	...	3	3	5	...	...	...	...
...	...	...	...	...	...	...	...	...	...
21	7	5	7	5	41	...	4	...	...
32	124	...	...	...	16	...	...	9	...
29	15	16	41	24	77	...	1	20	...
...	...	...	...	...	...	...	...	...	...
1	1	...	4	8	87	...	...	...	...
..	...	...	...	3	3,190	...	...	110	...
126	370	21	57	53	3,730	...	5	184	...
4,457	21,720	389	4,226	11,584	281,300	48	331	74,344	13,221
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	..	...	...	...	...	...	...
...	474	...	...	152	169,739	...	...	1,598	...
...	34	...	..	...	917	...	...	...	166
...	...	...	...	6,770	...	...	...	1,547	...
...	...	...	...	70	...	...	...	...	...
...	255	13	1,041	139	830	...	...	245	...
...	2	6	56	...	345	...	...	...	65
...	765	19	1,097	7,131	171,831	...	...	3,390	231
4,487	22,485	408	5,323	18,715	453,131	48	331	77,734	13,452

GENERAL TABLE NO. IIIA.—*Number of scholars on the 31st March, classified according to sex, race or creed* (Chap. X, para. 6).

	Number of scholars on the 31st March, classified according to sex, race or creed.							
			Hindus.					
	Europeans and Eurasians.	Native Christians.	Brahmans.	Non-Brahmans.	Mahomedans.	Buddhists.	Parsis.	Others.
1	2	3	4	5	6	7	8	9
COLLEGIATE EDUCATION.								
Arts Colleges.								
English ... ... Male ...	27	45	...	15	23	333	2	1
Female ...	2	4	...	...	...	1	...	...
Oriental ... ... Male ...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.								
Law ... ... Male ...	...	...	...	...	...	...	..	...
Female ...	...	...	...	...	...	...	...	...
Medicine ... ... Male ...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...
Engineering ... ... Male ...	...	...	...	...	...	...	...	...
Female ...	..	...	...	...	...	...	...	...
Teaching ... ... Male ...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...
Agriculture ... ... Male ...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...
Total ...	29	49	...	15	23	334	2	1
SCHOOL EDUCATION, GENERAL.								
Secondary Schools.								
For boys—								
High ... ... Male ...	1,387	1,123	59	213	915	9,765	28	61
Female ...	30	348	1	6	6	229	...	2
Middle Schools—								
English ... ... Male ...	326	2,300	185	1,303	1,074	7,607	4	75
Female ...	141	776	18	84	16	341	...	52
Vernacular ... Male ...	13	2,166	19	214	1,786	44,547	...	2
Female ...	3	1,245	3	53	367	15,650	...	...
For girls—								
High ... ... Male ...	388	22	13	5	...	235	2	28
Female ...	1,383	275	5	2	13	450	10	51
Middle Schools—								
English ... ... Male ...	130	59	6	5	10	406	...	1
Female ...	385	213	...	6	23	414	...	1
Vernacular ... Male ...	3	69	5	26	79	2,563	...	...
Female ...	12	510	...	8	88	3,077	...	...
Total ...	4,201	9,106	314	1,925	4,377	85,284	44	273
Upper Primary Schools.								
For boys ... Male ...	17	5,385	30	1,342	3,099	74,699	...	39
Female ...	15	3,964	24	372	976	32,176	...	5
For girls ... Male ...	48	233	...	25	177	6,031	2	1
Female ...	51	677	...	34	86	8,477	...	3
Total ...	131	10,259	54	1,773	4,338	121,383	2	48
Lower Primary Schools.								
For boys ... Male ...	...	1,027	...	341	2,045	46,231	...	1
Female ...	...	649	...	105	620	15,873	...	3
For girls ... Male ...	...	68	...	1	37	2,543	...	...
Female ...	...	192	...	9	91	5,922	...	...
Total ...	...	1,936	...	456	2,793	70,569	...	4
SCHOOL EDUCATION, SPECIAL.								
Schools for Special Instruction.								
Training Schools ... Male ...	6	111	...	2	8	292	...	...
Female ...	35	111	...	...	2	22	...	...
Carried over ...	41	222	...	2	10	314	...	...

GENERAL TABLE NO. IIIA.—*Number of scholars on the 31st March, classified according to sex, race or creed*—concluded.

	Number of scholars on the 31st March, classified according to sex, race or creed.							
	Europeans and Eurasians.	Native Christians.	Hindus.		Mahomedans.	Buddhists.	Parsis.	Others.
			Brahmans.	Non-Brahmans.				
1	2	3	4	5	6	7	8	9
Brought forward ...	41	222	...	2	10	314	...	...
Schools for Special Instruction—concluded.								
Schools of Arts ... ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Law Schools ... ... Male	2	1	...	3	3	5	...	...
Female	...	...	...	...	...	...	...	...
Medical Schools ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Engineering and Surveying Schools. Male	21	7	5	7	5	41	...	4
Female	...	...	...	...	..	...	...	...
Industrial Schools ... Male	...	50	..	...	...	...	...	...
Female	32	74	...	...	...	16	...	..
Reformatory Schools ... Male	1	1	..	4	8	87	...	...
Female	...	...	...	...	...	...	..	...
Other Schools ... Male	...	...	...	...	3	3,080	...	...
Female	...	...	...	...	...	110	...	...
Commercial Schools ... Male	10	15	16	40	24	77	...	1
Female	19	...	...	1	...	...	...	...
Total ...	126	370	21	57	53	3,730	...	5
Total of Colleges and Schools of Public Instruction	4,487	21,720	389	4,226	11,584	281,300	48	331
Private Institutions.								
(1) Advanced teaching—								
(*a*) Arabic or Persian ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
(*b*) Sanskrit ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
(*c*) Any other Oriental classic. Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
(2) Elementary, Teaching a Vernacular only or mainly—								
For boys ... Male	...	247	...	...	87	168,433	...	...
Female	...	227	...	...	65	1,306	...	...
For girls ... Male	...	13	...	...	...	153	...	...
Female	...	21	...	...	...	764	...	...
(3) Elementary, Teaching the Koran only—								
For boys ... Male	...	...	...	...	5,223	...	...	...
Female	...	...	...	...	1,547	...	...	...
For girls ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	70	...	...	...
(4) Other Schools not conforming to Departmental Standards—								
For boys ... Male	...	198	7	884	139	805	...	...
Female	...	57	6	157	...	25	...	...
For girls ... Male	...	...	...	...	...	65	...	...
Female	...	2	6	56	...	280	...	...
Total of Private Institutions ...	...	765	19	1,097	7,131	171,831	...	...
GRAND TOTAL ...	4,487	22,485	408	5,323	18,715	453,131	48	331

GENERAL TABLE NO. IIIB.—*Return of European Colleges, Schools and Scholars in Bŭrma for the*

Class of Institutions.	Under Public							
	Managed by Government.				Managed by District or Municipal Boards.			
	Number of Institutions.	Number of scholars on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
Arts Colleges.								
Collegiate Education. — English — For boys	...	...	...	...	...	...	...	...
Collegiate Education. — English — For girls	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...
Secondary Schools.								
School Education, General. — For boys — High Schools, English	1	193	146	140	...	...	...	...
School Education, General. — For boys — Middle Schools, English	...	...	...	...	...	...	...	...
School Education, General. — For girls — High Schools, English	...	...	...	...	...	...	...	...
School Education, General. — For girls — Middle Schools, English	...	...	...	...	...	...	...	...
Total	1	193	146	140	...	...	...	...
Upper Primary Schools.								
School Education, General. — For boys	...	...	...	...	...	...	...	...
School Education, General. — For girls	...	...	...	...	...	...	...	...
Lower Primary Schools.								
School Education, General. — For boys	...	...	...	...	...	...	...	...
School Education, General. — For girls	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...
Schools for Special Instruction.								
School Education, Special. — Industrial Schools (girls)	...	...	...	...	...	...	...	...
School Education, Special. — Other Schools (girls)	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...
Total of Public Institutions	1	193	146	140	...	...	...	...
Private Institutions	...	...	...	...	...	...	...	...
Total of Private Institutions	...	...	...	...	...	...	...	...
GRAND TOTAL	1	193	146	140	...	...	...	...

official year 1913-14 (Chap. IV, para. 2; Chap. VIII, paragraph 4; Chap IX, paragraphs 1, 2 and 3).

Public Institutions.

Management.				Under Private Management.							
Managed by Native States.				Aided by Government or by District or Municipal Boards.				Unaided.			
Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
10	11	12	13	14	15	16	17	18	19	20	21
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	..	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	5	1,231	1,201	1,084	...	...		...
...	...	...	...	5	528	502	467	...	..	...	...
...	...	...	...	11	1,983	1,872	1,671	...	...	...	...
..	...	...	...	5	527	531	441	...	...	...	...
...	...	...	...	26	4,269	4,106	3,663	...	...	...	...
...	...	...	...	1	28	25	21	...	...	...	...
...	...	...	...	2	106	101	85	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	..	...	...	...	...	...
...	...	...	...	3	134	126	106	...	...	...	...
...	...	...	...	2	46	52	50	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	2	46	52	50	...	...	...	...
...	...	...	...	31	4,449	4,284	3,819	...	...	...	...
...	...	...	...	...	...	...	...		...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	31	4,449	4,284	3,819	...	...	...	...

GENERAL TABLE NO. IIIB.—*Return of European Colleges, Schools and*

Class of Institutions.			Grand total of Institutions.	Grand total of scholars on the 31st March.	Number of scholars on the 31st March learning		
					English.	A classical language.	A vernacular language.
1			22	23	24	25	26
	Arts Colleges.						
Collegiate Education.	English	For boys	...	...	...	...	...
		For girls	...	...	...	...	...
		Total ...	...	...	...	...	...
	Secondary Schools.						
Secondary Education, Burma.	For boys	High Schools, English	6	1,424	1,424	282	922
		Middle Schools, English	5	528	528	24	134
	For girls	High Schools, English	11	1,983	1,983	437	511
		Middle Schools, English	5	527	527	48	139
		Total ...	27	4,462	4,462	791	1,706
	Upper Primary Schools.						
	For boys		1	28	28	...	...
	For girls		2	106	106	...	...
	Lower Primary Schools.						
	For boys		...	...	...	...	...
	For girls		...	...	...	...	...
		Total ...	3	134	134	...	...
	Schools for Special Instruction.						
School Education, Special.	Industrial Schools (girls)		2	46	46	...	...
	Other Schools (girls)		...	...	...	...	...
		Total ...	2	46	46	...	...
		Total of Public Institutions ...	32	4,642	4,642	791	1,706
Private Institutions			...	...	...	...	...
		Total of Private Institutions ...	...	...	...	...	...
		GRAND TOTAL ...	32	4,642	4,642	791	1,706

Scholars in Burma for the official year 1913-14—concluded.

Classification of scholars on the 31st March according to race or creed.								Number of girls in boys' schools.	Number of boys in girls' schools.
Europeans and Eurasians.	Native Christians.	Hindus.		Mahomedans.	Buddhists.	Parsis.	Others.		
		Brahmans.	Non-Brahmans.						
27	28	29	30	31	32	33	34	35	36
...	...	...	...	...	...	...	...	...	..
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
1,269	21	...	3	26	54	21	30	23	...
383	7	5	...	10	15	...	108	184	...
1,761	33	6	3	3	86	12	79	...	447
487	9	...	...	10	19	...	2	...	125
3,900	70	11	6	49	174	33	219	207	572
21	...	...	...	1	2	..	4	13	...
97	3	...	...	...	2	2	2	...	51
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
118	3	...	...	1	4	2	6	13	51
32	14	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
32	14	...	...	...	...	...	...	...	...
4,050	87	11	6	50	178	35	225	220	623
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
4,050	87	11	6	50	178	35	225	220	623

GENERAL TABLE NO. IV.—*Return of Expenditure on Public Instruction*

Objects of expenditure.	Public						
	Under Public						
	Managed by Government.						
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate Education.							
Arts Colleges.							
English	95,368	...	...	36,647	...	...	1,32,015
Oriental	..	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.							
Law	...	...	...	...	...	...	...
Medicine	...	..	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...
Agriculture	...	...	..	...	...	...	..
Total	95,368	...	..	36,647	...	..	1,32,015
School Education—General.							
Secondary Schools.							
For boys — High Schools	1,79,593	...	5,470	1,82,759	...	...	3,67,822
For boys — Middle Schools English	91,407	...	3,348	72,254	...	...	1,67,009
For boys — Middle Schools Vernacular	64,091	...	...	6,808	...	...	70,899
For girls — High Schools	...	...	...	...	...	...	...
For girls — Middle Schools English	...	...	...	...	...	...	...
For girls — Middle Schools Vernacular	8,711	...	...	1,166	...	...	9,877
Total	3,43,802	...	8,818	2,62,987	...	...	6,15,607
Upper Primary Schools.							
For boys	12,451	...	...	236	...	...	12,687
For girls	...	...	...	...	...	...	...
Total	12,451	...	...	236	...	...	12,687
Lower Primary Schools.							
For boys	...	...	...	...	...	...	...
For girls	...	...	...	...	...	...	...
Total		...	...	...	...	...	...
Total Primary Schools	12,451	...	...	236	...	...	12,687
School Education—Special.							
Schools for Special Instruction.							
Training Schools for Masters	1,24,384	...	...	29	...	...	1,24,413
Training Schools for Mistresses	..	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...
Law Schools	3,991	...	...	2,009	...	...	6,000
Medical Schools	...	...	...	..	...	...	...
Engineering and Surveying Schools	43,324	...	...	344	...	...	43,668
Technical and Industrial Schools	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...
Reformatory Schools	19,142	...	...	...	...	...	19,142
Other Schools	..	...	...	...	...	...	...
Total	1,90,841	...	...	2,382			1,93,223
Buildings	(a)3,33,727	...	.	...	...	..	3,33,727
Furniture and apparatus (special grants only)	...	...	...	...	..	..	
Total	3,33,727		..	...	...	...	3,33,727
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges	...	..	..	..	.	...	...
Medical Colleges	...	...	...	...	..	...	...
Other Professional Colleges	...	...	...	..	...	...	...
Secondary Schools	...	...	...	.	...	...	...
Upper Primary Schools	...	...	...	.	...	..	...
Lower Primary Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Total Expenditure on Public Instruction	9,76,189	...	8,818	3,02,252	...	...	12,87,259

(a) Exclusive of expenditure on

in Burma for the official year 1913-14 (Chapter XV, paragraph 1).

Institutions.

Management.

Managed by District or Municipal Boards.							Managed by Native States.						
Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native States revenues.	Local funds raised in Native States.	Municipal funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...

GENERAL TABLE NO. IV.—*Return of Expenditure on Public*

Objects of expenditure.	Public						
	Under Private						
	Aided by Government or by District or Municipal Boards.						
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	23	24	25	26	27	28	29
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.							
Collegiate Education — English	6,000	...	...	4,418	...	36,451	46,869
Collegiate Education — Oriental	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.							
Collegiate Education — Law	...	...	...	...	...	...	...
Collegiate Education — Medicine	...	...	...	...	...	...	...
Collegiate Education — Engineering	...	...	...	...	...	...	...
Collegiate Education — Teaching	...	...	...	...	...	...	...
Collegiate Education — Agriculture	...	...	...	...	...	...	...
Total	6,000	...	...	4,418	...	36,451	46,869
Secondary Schools.							
School Education — General. For boys — High Schools	79,103	4,137	90,938	2,66,784	22,384	57,825	5,21,171
School Education — General. For boys — Middle Schools — English	1,22,144	3,532	99,150	2,75,803	50,634	37,332	5,88,595
School Education — General. For boys — Middle Schools — Vernacular	1,09,914	1,69,192	75,109	69,841	1,016	2,268	4,27,340
School Education — General. For girls — High Schools	72,732	...	12,474	93,013	4,208	36,848	2,19,275
School Education — General. For girls — Middle Schools — English	28,023	...	9,289	39,533	8,432	5,777	91,054
School Education — General. For girls — Middle Schools — Vernacular	20,739	8,854	13,080	6,946	833	1,622	52,074
Total	4,32,655	1,85,715	3,00,040	7,51,920	87,507	1,41,672	18,99,509
Upper Primary Schools.							
School Education — General. For boys	1,20,528	2,31,360	50,468	1,41,868	40,416	76,246	6,60,886
School Education — General. For girls	29,656	22,402	8,953	24,100	4,693	6,423	96,227
Total	1,50,184	2,53,762	59,421	1,65,968	45,109	82,669	7,57,113
Lower Primary Schools.							
School Education — General. For boys	40,081	65,337	4,758	42,852	8,236	16,071	1,77,335
School Education — General. For girls	11,167	7,871	1,286	7,755	2,948	3,673	34,700
Total	51,248	73,208	6,044	50,607	11,184	19,744	2,12,035
Total Primary Schools	2,01,432	3,26,970	65,465	2,16,575	56,293	102,413	9,69,148
Schools for Special Instruction.							
School Education — Special. Training Schools for Masters	24,443	...	...	...	1,200	8,143	33,786
School Education — Special. Training Schools for Mistresses	20,309	...	...	864	100	4,680	25,953
School Education — Special. Schools of Arts	...	...	...	...	...	...	...
School Education — Special. Law Schools	...	...	...	...	...	...	...
School Education — Special. Medical Schools	...	...	...	...	...	...	...
School Education — Special. Engineering and Surveying Schools	...	...	...	...	...	...	...
School Education — Special. Technical and Industrial Schools	2,035	..	...	194	...	2,331	4,560
School Education — Special. Commercial Schools	...		...	...	...	...	...
School Education — Special. Agricultural Schools	...	..	...	...	...	...	...
School Education — Special. Reformatory Schools	...	...	...	...	...	...	...
School Education — Special. Other Schools	18,600	...	...	...	...	...	18,600
Total	65,387	...	...	1,058	1,300	15,154	82,899
Buildings	1,10,416	17,966	26,371	...	...	74,131	2,28,884
Furniture and apparatus (special grants only)	46,406	...	4,477	...	...	9,162	60,045
Total	1,56,822	17,966	30,848	...	...	83,293	2,88,929
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...	...	...	...
Scholarships held in — Medical Colleges	...	...	...	...	...	...	...
Scholarships held in — Other Professional Colleges	...	...	...	...	...	...	...
Scholarships held in — Secondary Schools	...	...	...	...	...	...	...
Scholarships held in — Upper Primary Schools	...	...	...	...	...	...	...
Scholarships held in — Lower Primary Schools	...	...	...	...	...	...	...
Scholarships held in — Medical Schools	...	...	...	...	...	...	...
Scholarships held in — Technical and Industrial Schools	...	...	...	...	...	...	...
Scholarships held in — Other Special Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Total Expenditure on Public Instruction	8,62,296	5,30,651	3,96,353	9,73,971	1,45,100	3,78,983	32,87,354

(*b*) Exclusive of expenditure on Survey Schools.
(*c*) Rupees 181 represents the cost of the American Baptist Mission Bghai-Karen School for Boys at Toungoo, the balance is the cost of Girls' School.

Instruction in Burma for the official year 1913-14—concluded.

Institutions. Management. Unaided. Fees.	Subscriptions.	Endowments and other sources.	Total.	Total expenditure from Provincial revenues.	District funds.	Municipal funds.	Fees.	All other sources. Private.	Public.	Total.
30	31	32	33	34	35	36	37	38	39	40
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs
...	..	...	..	1,01,368	...	...	41,065	36,451	...	1,78,884
...	.	...	...	...	...	. .	...	..	...	...
..	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	..	...	...	...	...	...
...	...	...		...	...	...	...	...	...	...
...	...	...	...	1,01,368	...	...	41,065	36,451	...	1,78,884
...	...	...	...	2,58,696	4,137	96,408	4,49,543	80,209	...	8,88,993
...	...	...	...	2,17,257	7,092	1,04,838	3,61,431	87,966	...	7,78,584
...	...	...	...	1,74,005	1,88,065	75,109	80,724	3,284	...	5,21,187
...	...	...	...	72,732	...	12,474	93,013	41,056	...	2,19,275
...	...	...	...	28,023	...	9,289	39,533	14,209	...	91,054
...	...	...	...	29,450	8,854	13,080	8,112	2,455	...	61,951
...	...	...	...	7,80,163	2,08,148	3,11,198	10,32,356	2,29,179	...	25,61,044
...	...	...	...	1,32,979	2,34,334	50,468	1,42,363	1,16,662	...	6,76,806
...	...	...	...	29,656	22,402	8,953	24,100	11,116	...	96,227
...	...	...	...	1,62,635	2,56,736	59,421	1,66,463	1,27,778	...	7,73,033
...	...	...	...	40,081	65,337	4,758	42,852	24,307	...	1,77,335
...	...	...	...	11,167	7,871	1,286	7,755	6,621	...	34,700
...	...	...	...	51,248	73,208	6,044	50,607	30,928	...	2,12,035
...	...	...	...	2,13,883	3,29,944	65,465	2,17,070	1,58,706	...	9,85,068
...	...	...	...	1,48,827	...	...	29	9,343	...	1,58,199
...	...	...	...	20,309	...	...	864	4,780	...	25,953
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	3,991	...	...	2,009	...	...	6,000
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	(b) 43,324	...	...	344	...	...	43,668
...	...	...	...	2,035	...	...	194	2,331	...	(c) 4,560
4,236	...	...	4,236	...	...	...	4,236	...	...	4,236
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	19,142	...	...	...	...	...	19,142
...	...	...	...	18,600	...	...	...	...	...	18,600
4,236	...	...	4,236	2,56,228	...	...	7,676	16,454	...	2,80,358
...	...	...	...	4,44,143	20,820	53,286	...	74,131	...	5,92,380
...	...	...	...	46,406	...	4,477	...	9,162	...	60,045
...	...	...	...	4,90,549	20,820	57,763	...	83,293	...	6,52,425
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	85,921	...	...	...	...	...	85,921
...	...	...	...	4,48,107	...	...	...	...	...	4,48,107
...	...	...	...	11,296	...	...	...	80	...	11,376
...	...	...	...	11,042	...	...	...	...	...	11,042
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	31,830	...	...	...	...	...	31,830
...	...	...	...	7,259	...	...	..	...	...	7,259
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	(d) 4,542	...	...	...	335	...	4,877
...	...	...	...	(e) 1,29,356	8,605	12,754	5,50,290	1,95,476	...	8,96,481
...	...	...	...	7,29,353	8,605	12,754	5,50,290	1,95,891	...	14,06,893
(f) 4,236	...	...	4,236	25,71,544	(g) 5,67,517	(h) 4,47,180	18,48,457	7,19,974	...	61,54,672

(*d*) Exclusive of Survey Scholarships.
(*e*) Includes expenditure on Hostels or Boarding-houses.
(*f*) Fees from Commercial Schools.
(*g*) Inclusive of Rs. 72,817 being Provincial contribution to District Cess Funds for educational purposes.
(*h*) Inclusive of Rs. 57,772 being Provincial contribution to Municipalities for educational purposes.

GENERAL TABLE NO. IV(*a*).—*Return of Expenditure on European Colleges*

Objects of expenditure.	Public						
	Under Public						
	Managed by Government.						
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.							
Collegiate Education. — English ... For boys	...	...	...	...	...	...	...
Collegiate Education. — English ... For girls	...	...	...	...	...	...	...
Total	...		...	...	...	...	...
Secondary Schools.							
School Education—General. — For boys — High Schools, English	23,393	...	...	7,577	...	...	30,970
School Education—General. — For boys — Middle Schools, English	...	...	...	...	...	...	...
School Education—General. — For girls — High Schools, English	...	...	...	...	...	...	...
School Education—General. — For girls — Middle Schools, English	...	...	...	...	...	...	...
Total	23,393	...	...	7,577	...	...	30,970
Upper Primary Schools.							
School Education—General. — For boys	...	...	...	...	...	...	...
School Education—General. — For girls	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Lower Primary Schools.							
School Education—General. — For boys	...	...	...	...	...	...	...
School Education—General. — For girls	...	...	...	...	...	...	...
Total	...	...	...		...	...	...
Schools for Special Instruction.							
School Education—Special. — Industrial Schools	...	...	...	...	...	...	...
School Education—Special. — Other Schools	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Buildings	2,749	...	...	...	...	...	2,749
Furniture and apparatus (special grants only)	...	...	...	...	...	...	...
Total	2,749	...	...	...	...	...	2,749
Scholarships. — Arts Colleges	...	...	...	...	...	...	...
Scholarships. — Secondary Schools	...	...	...	...	...	...	...
Scholarships. — Primary Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Total Expenditure on European Colleges and Schools	26,142	...	...	7,577	...	...	33,719

and Schools in Burma for the official year 1913-14.

Institutions.

Management.

Managed by District or Municipal Boards.							Managed by Native States.						
Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native States revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	..	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	..	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	..	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	..	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	..	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	..
...	...	...	...	...	...	...	...	...	...	...	...	...	..
...	...	...	...	...	...	...	...	...	...	...	...	...	..
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...

GENERAL TABLE NO. IV(*a*).—*Return of Expenditure on European Colleges*

Objects of expenditure.	Public						
	Under Private						
	Aided by Government or by District or Municipal Boards.						
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	23	24	25	26	27	28	29
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.							
Collegiate Education. — English — For boys	...	...	...	...	...	...	...
Collegiate Education. — English — For girls	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Secondary Schools.							
School Education—General. — For boys — High Schools, English ...	36,562	...	...	42,155	1,430	23,666	1,03,813
School Education—General. — For boys — Middle Schools, English...	14,618	..	1,044	18,756	1,097	7,494	43,009
School Education—General. — For girls — High Schools, English ...	67,441	...	...	72,289	3,156	36,248	1,79,134
School Education—General. — For girls — Middle Schools, English...	14,665	...	2,160	13,485	3,974	5,361	39,645
Total ...	1,33,286	...	3,204	1,46,685	9,657	72,769	3,65,601
Upper Primary Schools.							
School Education—General. — For boys	320	...	40	633	...	100	1,093
School Education—General. — For girls	2,787	...	...	3,535	440	120	6,882
Total ...	3,107	...	40	4,168	440	220	7,975
Lower Primary Schools.							
School Education—General. — For boys	...	...	..	...	...	...	...
School Education—General. — For girls	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Schools for Special Instruction.							
School Education—Special. — Industrial Schools	1,854	...	...	194	...	2,331	4,379
School Education—Special. — Other Schools	...	...	...	...	...	...	...
Total ...	1,854	...	...	194	...	2,331	4,379
Buildings	13,800	...	14,000	..	...	27,800	55,600
Furniture and apparatus (special grants only)...	1,295	...	...	...	...	1,295	2,590
Total ...	15,095	...	14,000	...	...	29,095	58,190
Scholarships. — Arts Colleges	...	...	...	...	...	...	...
Scholarships. — Secondary Schools	...	...	...	...	...	..	...
Scholarships. — Primary Schools	...	...	...	...	...	...	
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Total Expenditure on European Colleges and Schools.	1,53,342	...	17,244	1,51,047	10,097	1,04,415	4,36,145

and Schools in Burma for the official year 1913-14—concluded.

Institutions.										
Management.	Total expenditure from									
Unaided.										
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	All other sources.		Grand Total.
								Private.	Public.	
30	31	32	33	34	35	36	37	38	39	40
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	.	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	59,955	...	...	49,732	25,096	...	1,34,783
...	...	...	...	14,618	...	1,044	18,756	8,591	...	43,009
...	...	...	...	67,441	...	...	72,289	39,404	...	1,79,134
...	...	...	...	14,665	...	2,160	13,485	9,335	...	39,645
...	...	...	...	1,56,679	...	3,204	1,54,262	82,426	...	3,96,571
...	...	...	...	320	...	40	633	100	...	1,093
...	...	...	...	2,787	...	...	3,535	560	...	6,882
...	...	...	...	3,107	...	40	4,168	660	...	7,975
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1,854	...	...	194	2,331	...	4,379
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1,854	...	...	194	2,331	...	4,379
...	...	...	...	16,549	...	14,000	...	27,800	...	58,349
...	...	...	...	1,295	...	...	...	1,295	...	2,590
...	...	...	...	17,844	...	14,000	...	29,095	...	60,939
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	14,680	...	...	...	...	...	14,680
...	...	...	...	1,589	...	...	...	...	...	1,589
...	...	..	...	18,043	...	...	1,87,302	33,160	...	2,38,505
...	...	...	...	34,312	...	...	1,87,302	33,160	...	2,54,774
...	...	...	...	2,13,796	...	17,244	3,45,926	1,47,672	...	7,24,638

GENERAL TABLE NO. V.—*Return of the stages of Instruction of Pupils in Public Schools for General* Chapter V, para. 3; and

Class of Schools.			Number of schools.	Number of pupils on the rolls on the 31st March.	High stage. Comprising all pupils who have passed beyond the Lower Secondary, (Middle stage), but have not passed the Matriculation Examination.			Middle stage. Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed the Lower Secondary Middle stage.		
					1			2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.										
For boys	Government	English ...	35	7,752	672	1	673	2,881	15	2,896
		Vernacular	27	2,722	2	...	2	382	41	423
	District Boards	English ...	1	74	...	...	...	14	...	14
		Vernacular	15	1,301	...	...	...	179	6	185
	Municipal	English ...	2	405	...	...	...	139	1	140
		Vernacular	...	...	...	...	...	...	...	...
	Native States	English ...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided	English ...	89	18,972	918	27	945	5,955	373	6,328
		Vernacular	819	63,317	43	...	43	5,708	450	6,158
	Unaided	English ...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
Total ...			988	94,543	1,635	28	1,663	15,258	886	16,144
For girls	Government	English ...	...	...	...	...	...	...	...	...
		Vernacular	5	404	...	...	...	...	25	25
	District Boards	English ...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Municipal	English ...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Native States	English ...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided	English ...	28	4,541	1	144	145	55	783	838
		Vernacular	67	6,036	...	...	...	171	157	328
	Unaided	English ...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
Total ...			100	10,981	1	144	145	226	965	1,191
Total, Secondary Schools ...			1,088	105,524	1,636	172	1,808	15,484	1,851	17,335
UPPER PRIMARY SCHOOLS.										
For boys	Government		6	292	...	...	...	...	...	...
	District Boards		4	243	...	...	...	...	...	...
	Municipal		...	...	...	...	...	...	...	...
	Native States		...	...	...	...	...	...	...	...
	Aided		2,792	121,608	...	...	...	...	...	...
	Unaided		...	...	...	...	...	...	...	...
Total ...			2,802	122,143	...	...	...	...	...	...
Carried over ...			2,802	122,143	...	...	...	...	...	...

Education in Burma for the official year 1913-14 (Chap. I, paras. 3, and 4; and Chap. IV, para. 2; Chap. VIII, para. 2).

Upper Primary stage.			Lower Primary stage.						Total.		
Comprising all pupils who have passed the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Comprising all pupils who have not passed beyond the Lower Primary stage.								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
2,792	43	2,835	1,288	60	1,348	...	...	...	7,633	119	7,752
460	104	564	1,164	569	1,733	...	...	...	2,008	714	2,722
60	...	60	...	...	...	...	...	...	74	..	74
275	29	304	629	183	812	...	...	...	1,083	218	1,301
180	...	180	85	...	85	..	...	...	404	1	405
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	..	...	...	...
6,384	689	7,073	3,895	731	4,626	...	...	...	17,152	1,820	18,972
10,756	2,082	12,838	30,311	13,967	44,278	...	...	...	46,818	16,499	63,317
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
20,907	2,947	23,854	37,372	15,510	52,882	...	...	...	75,172	19,371	94,543
...	...	...	...	...	...	...	...	...	...	...	...
...	62	62	44	273	317	...	...	...	44	360	404
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
346	881	1,227	908	1,423	2,331	...	...	...	1,310	3,231	4,541
442	502	944	2,088	2,676	4,764	...	...	...	2,701	3,335	6,036
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
788	1,445	2,233	3,040	4,372	7,412	...	...	...	4,055	6,926	10,981
21,695	4,392	26,087	40,412	19,882	60,294	...	...	...	79,227	26,297	105,524
35	...	35	195	62	257	...	...	...	230	62	292
15	12	27	128	88	216	...	...	...	143	100	243
...	...	...	...	...	...	...	...	...	...	...	...
...	...	..	...	...	...	...	...	...	...	...	...
15,829	3,955	19,784	68,409	33,415	101,824	...	...	...	84,238	37,370	121,608
...	...	...	...	...	...	...	...	...	...	...	...
15,879	3,967	19,846	68,732	33,565	102,297	...	...	...	84,611	37,532	122,143
15,879	3,967	19,846	68,732	33,565	102,297	...	...	...	84,611	37,532	122,143

GENERAL TABLE N). V.—*Return of the stages of Instruction of Pupils in Public*

Class of Schools.	Number of schools.	Number of pupils on the rolls on the 31st March.	High stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle stage), but have not passed the Matriculation Examination. 1			Middle stage. Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed the Lower Secondary Middle stage. 2		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
Brought forward ...	2,802	122,143	...	..	...	...	.	...
UPPER PRIMARY SCHOOLS—concld.								
For girls: Government ...	...	...	...	...	...	...	...	...
For girls: District Boards ..	...	...	...	...	...	...	..	...
For girls: Municipal ...	...	...	...	...	...	...	...	...
For girls: Native States ...	...	...	...	...	...	...	...	...
For girls: Aided ...	322	15,845	...	...	...	...	...	...
For girls: Unaided ..	...	...	...	...	...	...	...	...
Total	322	15,845	...	...	...	...	...	...
Total, Upper Primary Schools ...	3,124	137,988	...	...	...	...	...	...
LOWER PRIMARY SCHOOLS.								
For boys: Government ...	...	...	...	...	...	...	...	...
For boys: District Boards ...	...	...	...	...	...	...	...	...
For boys: Municipal ...	...	...	...	...	...	...	...	...
For boys: Native States ...	...	...	...	...	...	...	...	...
For boys: Aided ...	2,244	66,895	...	...	...	...	...	...
For boys: Unaided ...	...	...	...	...	...	...	...	...
Total	2,244	66,895	...	...	...	...	...	...
For girls: Government ...	...	...	...	...	...	...	...	...
For girls: District Boards ...	..	...	...	...	...	...	...	...
For girls: Municipal ...	...	...	...	...	...	...	...	...
For girls: Native States ...	...	...	...	...	...	...	...	..
For girls: Aided ...	277	8,863	...	...	...	...	...	...
For girls: Unaided ...	...	...	...	...	...	...	...	..
Total	277	8,863	..	...	...	...	..	...
Total, Lower Primary Schools ...	2,521	75,758	...	...	...	...	...	...
Total, Lower and Upper Primary Schools	5,645	213,746	...	...		..	...	...
GRAND TOTAL ...	6,733	319,270	1,636	172	1,808	15,484	1,851	17,335

Schools for General Education in Burma for the official year 1913-14—concluded.

Upper Primary stage.			Lower Primary stage.						Total.		
Comprising all pupils who have passed the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Comprising all pupils who have not passed beyond the Lower Primary stage.								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
15,879	3,967	19,846	68,732	33,565	102,297	..	...	...	84,611	37,532	122,143
...	...	...	...	...		...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	..	...	...	...	...	...	...	..	...	...	...
...	...	...	...	...	...	...	...	..	...	...	...
999	1,198	2,197	5,518	8,130	13,648	...	...	...	6,517	9,328	15,845
...	...	...	...	...	...	...	...	...	...	...	...
999	1,198	197	5,518	8,130	13,648	...	.	...	6,517	9,328	15,845
16,878	5,165	22,043	74,250	41,695	115,945	...	...	...	91,128	46,860	137,988
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	..	...	...	...	...	...	...	...	...	...	...
...	...	...	49,645	17,250	66,895	...	...	...	49,645	17,250	66,895
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	49,645	17,250	66,895	...	...	...	49,645	17,250	66,895
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	2,649	6,214	8,863	...	...	...	2,649	6,214	8,863
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	2,649	6,214	8,863	...	...	...	2,649	6,214	8,863
...	...	...	52,294	23,464	75,758	...	...	...	52,294	23,464	75,758
16,878	5,165	22,043	126,544	65,159	191,703	..	...	...	143,422	70,324	213,746
38,573	9,557	48,130	166,956	85,041	251,997	...	...	...	222,649	96,621	319,270

GENERAL TABLE NO. VA.—*Return of the stages of Instruction of Pupils in Public European Schools for* and Chap. IX,

Class of Institutions.	Number of schools.	Number of pupils on the rolls on the 31st March.	High stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle stage) but have not passed the Matriculation Examination.			Middle stage. Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (Middle stage).		
			1			2		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.								
For boys { Government	1	193	25	...	25	84	...	84
For boys { Aided	10	1,759	95	2	97	501	29	530
Total ...	11	1,952	120	2	122	585	29	614
For girls { Government	...	...	...	...	...	...	...	...
For girls { Aided	16	2,510	1	121	122	21	487	508
Total ...	16	2,510	1	121	122	21	487	508
Total Secondary Schools ...	27	4,462	121	123	244	606	516	1,122
UPPER PRIMARY SCHOOLS.								
For boys { Government	...	...	...	...	...	...	...	...
For boys { Aided	1	28	..	...	...	...	...	...
Total ...	1	28	...	...	...	...	...	...
For girls { Government	..	...	...	..	...	...	...	...
For girls { Aided	2	106	...	...	...	...	...	...
Total ...	2	106	...	...	...	...	...	...
LOWER PRIMARY SCHOOLS.								
For boys { Government	...	...	...	...	...	...	...	...
For boys { Aided	...	...	...	...	...	...	...	...
Total ...	...	...	..	...	...	...	...	...
For girls { Government ...	...	...	...	...	...	...	...	...
For girls { Aided	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	..
Total Primary Schools ...	3	134	...	...	...	...	...	...
GRAND TOTAL ...	30	4,596	121	123	244	606	516	1,122

General Education in Burma for the official year 1913-14 (Chap. IV, para. 2; Chap. VIII, para. 2; para. 3).

Upper Primary stage.			Lower Primary stage.						Total.		
Comprising all pupils who have passed the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Comprising all pupils who have not passed beyond the Lower Primary stage.								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
48	...	48	36	...	36	...	...	...	193	...	193
457	55	512	499	121	620	...	..	...	1,552	207	1,759
505	55	560	535	121	656	...	...	...	1,745	207	1,952
...	...	...	...	...	...	...	...	...	...	...	...
69	456	525	481	874	1,355	...	...	...	572	1,938	2,510
69	456	525	481	874	1,355	...	...	...	572	1,938	2,510
574	511	1,085	1,016	995	2,011	...	...	...	2,317	2,145	4,462
...	...	...	...	...	...	...	...	...	...	...	
5	2	7	10	11	21	..	...	...	15	13	28
5	2	7	10	11	21	...	..	...	15	13	28
...	...	...	...	...	...	...	..	...	...	...	...
8	10	18	43	45	88	...	...	...	51	55	106
8	10	18	43	45	88	...	...	...	51	55	106
...	...	...	..	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
13	12	25	53	56	109	...	...	...	66	68	134
587	523	1,110	1,069	1,051	2,120	...	...	...	2,383	2,213	4,596

GENERAL TABLE NO. VI.—*Return showing the results of prescribed examinations in Burma during* para. 4; and

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students and teachers.	Total.
1	2	3	4	5	6	7	8	9	10
ARTS COLLEGES—									
1. Master of Arts	...	...	...	...	...	...	...	...	...
2. Bachelor of Arts	1	1	...	2	48	7	...	3	58
3. Bachelor of Science	...	...	...	...	...	...	...	...	...
4. Bachelor of Teaching	...	...	...	...	...	...	...	2	2
5. First B. A.	...	..	...	...	...	...	...	...	...
5. First B.Sc.	...	...	...	...	...	...	...	...	...
5. Intermediate Arts	1	1	...	2	101	15	...	25	141
5. Intermediate Science	1	...	...	1	10	...	...	1	11
5. Previous examinations	...	...	...	...	...	...	...	...	...
ORIENTAL COLLEGES—									
1. Master of Oriental Learning	...	...	...	...	...	...	..	...	...
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit	...	...	...	...	...	...	...	...	...
3. Honours in Arabic	...	...	...	...	...	...	...	...	...
3. Honours in Persian	...	...	...	...	...	...	...	...	...
3. Honours in Urdu	...	...	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...
4. High Proficiency in Arabic	...	...	...	...	...	...	...	...	...
4. High Proficiency in Persian	...	...	...	...	...	...	...	...	...
4. High Proficiency in Urdu	...	..	...	...	...	...	...	...	...
5. Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...
5. Proficiency in Arabic	...	...	...	...	...	...	...	...	...
5. Proficiency in Persian	...	...	...	...	...	...	...	...	...
5. Proficiency in Urdu	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING—									
Law—									
1. Doctor of Law	...	...	...	...	...	...	...	...	...
2. Bachelor of Law	...	...	...	...	...	...	...	...	...
Medicine—									
1. M.D.	...	...	...	...	...	...	...	...	...
2. M.B.	...	...	...	...	...	...	...	...	...
3. L.M.S.	...	...	...	...	...	...	...	...	...
4. First M.B.	...	..	...	...	...	...	...	...	...
4. First L.M.S.	...	...	...	...	...	...	...	...	...
Engineering—									
1. M.C.E.	...	...	...	...	...	...	...	...	...
2. B.C.E.	...	...	...	...	...	...	...	...	...
3. L.C.E.	...	...	...	...	...	...	...	...	...
4. First L.C.E.	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...
Schools for General Education—									
1. Matriculation ... For boys	6	8	...	14	137	189	...	29	355
1. Matriculation ... For girls	...	...	...	...	...	...	...	...	...
2. High School Examination for Europeans. For boys	1	4	...	5	4	25	...	1	30
2. High School Examination for Europeans. For girls	...	9	...	9	...	29	...	...	29
3. Middle English Examination ... For boys	38	88	...	126	2,696	5,644	...	49	8,389
3. Middle English Examination ... For girls	...	30	...	30	..	742	...	...	742
4. Middle Vernacular Examination ... For boys	41	815	...	856	564	5,561	...	929	7,054
4. Middle Vernacular Examination ... For girls	5	63	...	68	25	325	...	...	350
5. Upper Primary Examination ... For boys	88	3,525	...	3,613	3,571	34,694	...	29	38,294
5. Upper Primary Examination ... For girls	5	411	...	416	54	3,902	...	...	3,956
6. Lower Primary Examination ... For boys	88	5,158	...	5,246	3,386	149,063	...	...	152,449
6. Lower Primary Examination ... For girls	5	612	...	617	205	20,566	...	...	20,771
7. Public Service Certificate Examination. ... English / Vernacular	...	...	...	...	...	...	...	38	38
8. Teachers' Examination for students outside Training Schools.	28	1,217	...	1,245	28	1,447	...	7	1,482
Schools for Special Education—									
1. Training School Examinations for Masters. Upper	7	3	...	10	67	14	...	...	81
1. Training School Examinations for Masters. Lower (*a*)	7	4	...	11	136	91	...	...	227
2. Training School Examinations for Mistresses Upper	...	2	...	2	...	9	...	...	9
2. Training School Examinations for Mistresses Lower (*a*)	...	7	...	7	...	61	...	...	61
3. Schools of Arts Examination	...	...	...	...	...	...	...	...	...
4. Vernacular Medical Examination	...	...	...	...	...	...	...	...	...
5. Examination in Engineering	1	...	...	1	41	...	...	...	41
6. Examination in Surveying	...	...	...	...	...	...	...	...	...
7. Industrial School Examination	...	...	...	...	...	...	...	...	...
8. Commercial School Examination	...	...	...	...	...	...	...	...	...
9. Agricultural School Examination	...	...	...	...	...	...	...	...	...
10. Sanskrit Title School Examination	...	...	...	...	...	...	...	...	...
11. Madrasa Central Examination	...	...	...	...	...	...	...	...	...
12. Other Schools' Examination	...	...	...	...	...	...	...	...	...
Anglo-Vernacular High School Final Examination. For Boys	10	9	...	19	134	99	...	16	249
Anglo-Vernacular High School Final Examination. For Girls	...	1	...	1	...	2	...	...	2

(*a*) Only one examination was held for the Anglo-Vernacular Primary and Middle School certificates: separate figures for Vernacular Primary Grade,

the official year 1913-14 (Chap. III, paras. 2, 3 & 4; Chap. IV, para. 9; Chap. VIII, para. 2; Chap. IX, Chap. X, para. 4).

Number passed.					Race or creed of passed scholars.							
							Hindus.					
Institutions under Public management.	Aided institutions.	Other institutions.	Private students and teachers.	Total.	Europeans and Eurasians.	Native Christians.	Brahmans.	Non-Brahmans.	Mahomedans.	Buddhists.	Parsis.	Others.
11	12	13	14	15	16	17	18	19	20	21	22	23
16	7		1	24	3	4		1	2	14		
			2	2	2							
45	3		8	56	9	4		2	2	38	1	
8			1	9	5			2		2		

GENERAL TABLE NO. VII.—*Return showing the distribution of Local Fund and*

Objects of expenditure.				In Institu			
				Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1				2	3	4	5
Collegiate Education	*Arts Colleges.*						
	English			...	...	...	...
	Oriental			...	...	...	...
	Colleges or Departments of Colleges for Professional Training.						
	Law			...	...	...	...
	Medicine			...	...	...	...
	Engineering			...	...	...	...
	Teaching			...	...	...	...
	Agriculture			...	...	...	...
			Total	...	...	...	...
School Education—General.	*Secondary Schools.*						
	For boys	High Schools		...	...	...	...
		Middle Schools	English	1	74	70	60
			Vernacular	15	1,301	1,301	1,301
	For girls	High Schools		...	...	...	...
		Middle Schools	English	...	...	...	...
			Vernacular	...	...	...	...
			Total	16	1,375	1,371	1,361
	Upper Primary Schools.						
	For boys			4	243	243	243
	For girls			...	...	...	...
			Total	4	243	243	243
	Lower Primary Schools.						
	For boys			...	...	...	...
	For girls			...	...	...	...
			Total	...	...	...	...
School Education—Special.	*Schools for Special Instruction.*						
	Training Schools for Masters			...	...	...	...
	Training Schools for Mistresses			...	...	...	...
	Schools of Art			...	...	...	...
	Law Schools			...	...	...	...
	Medical Schools			...	...	...	...
	Engineering and Surveying Schools			...	...	...	...
	Technical and Industrial Schools			...	...	...	...
	Commercial Schools			...	...	...	...
	Agricultural Schools			...	...	...	...
	Other Schools	Professional Schools		...	...	...	...
		Miscellaneous		...	...	...	...
			Total	...	...	...	...
Scholarships held in	*Inspection.*						
	Arts Colleges			...	...	...	...
	Medical Colleges			...	...	...	...
	Other Professional Colleges			...	...	...	...
	Secondary Schools			...	...	...	...
	Upper Primary Schools			...	...	...	...
	Lower Primary Schools			...	...	...	...
	Medical Schools			...	...	...	...
	Technical and Industrial Schools			...	...	...	...
	Other Special Schools			...	...	...	...
Buildings				...	...	...	...
Furniture and apparatus (special grants only)				...	...	...	...
Miscellaneous				...	...	...	...
			Total	...	...	...	...
			Grand Total	20	1,618	1,614	1,604

Municipal Expenditure on Public Instruction in Burma for the official year 1913-14.

Expenditure of Local Fund Boards on Public Instruction.										
tions managed by District Boards.							In Institutions managed by			
Provincial revenues.	District funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or associations.	Total District Fund expenditure on Public Instruction.
6	7	8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...

GENERAL TABLE NO. VII.—*Return showing the distribution of Local Fund and Municipal*

Objects of expenditure.			Expenditure of						
			In Institutions managed						
			Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	Municipal funds.	District funds.
1			17	18	19	20	21	22	23
							Rs.	Rs.	Rs.
	Arts Colleges.								
Collegiate Education.	English		...	...	...	...	...	...	...
	Oriental		...	...	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.								
	Law		...	...	...	...	...	...	...
	Medicine		...	...	...	...	...	...	...
	Engineering		...	...	...	..	...	...	...
	Teaching		...	...	...	...	...	...	...
	Agriculture		...	...	...	...	...	...	...
	Total		...	...	...	...	...	...	...
	Secondary Schools.								
School Education —General.	For boys	High Schools	...	...	...	...	...	...	...
		Middle Schools English	2	405	388	338	3,706	2,340	...
		Middle Schools Vernacular	...	...	...	...	...	...	...
	For girls	High Schools	...	...	...	...	...	...	...
		Middle Schools English	...	...	...	...	...	...	...
		Middle Schools Vernacular	...	...	...	...	...	...	...
	Total		2	405	388	338	3,706	2,340	...
	Upper Primary Schools.								
	For boys		...	...	...	...	...	...	...
	For girls		...	...	...	...	...	...	...
	Total		...	...	...	...	...	...	...
	Lower Primary Schools.								
	For boys		...	...	...	...	...	...	...
	For girls		...	...	...	...	...	...	...
	Total		...	...	...	...	...	...	...
	Schools for Special Instruction.								
School Education —Special.	Training Schools for Masters		...	...	...	...	...	...	...
	Training Schools for Mistresses		...	...	...	...	...	...	...
	Schools of Art		...	...	...	...	...	...	...
	Law Schools		...	...	...	...	...	...	...
	Medical Schools		...	...	...	...	...	...	...
	Engineering and Surveying Schools		...	...	...	..	...	...	...
	Technical and Industrial Schools		...	...	...	...	...	...	...
	Commercial Schools		...	...	...	...	...	...	...
	Agricultural Schools		...	...	...	...	...	...	...
	Other Schools	Professional Schools	...	...	...	...	...	...	...
		Miscellaneous	...	...	...	...	...	...	...
	Total		...	...	...	...	..	...	...
	Inspection.								
Scholarships held in	Arts Colleges		...	...	...	...		...	...
	Medical Colleges		...	...	...	...		...	...
	Other Professional Colleges		...	...	...	...	...	...	...
	Secondary Schools		...	...	...	...	...		..
	Upper Primary Schools		...	...	...	...	.	...	..
	Lower Primary Schools		...	...	...	..	...	...	...
	Medical Schools		...	...	...	...	...	...	...
	Technical and Industrial Schools		...	...	...	...	...	...	...
	Other Special Schools		...	...	...	...	...	...	...
Buildings			...	...	...	...	...	26,915	...
Furniture and apparatus (special grants only)			...	...	..	...	...	...	...
Miscellaneous			...	...	...	..	...	...	...
Total			...	...	...	..	...	26,915	...
Grand Total			2	405	388	338	3,706	29,255	...

Expenditure on Public Instruction in Burma for the official year 1913-14—concluded.

Municipal Boards on Public Instruction.									
by Municipal Boards.				In Institutions managed by					
Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	District Boards.	Private persons or associations.	Total Municipal expenditure on Public Instruction.	Total expenditure of Local Fund and Municipal Boards on Public Instruction.	Remarks.
24	25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	5,470	...	90,938	96,408	1,00,545	
11,340	...	...	17,386	3,348	...	99,150	1,04,838	1,11,930	
...	...	...	...	...	...	75,109	75,109	2,63,174	
...	...	...	...	...	...	12,474	12,474	12,474	
...	...	...	...	...	...	9,289	9,289	9,289	
...	...	...	...	...	...	13,080	13,080	21,934	
11,340	...	...	17,386	8,818	...	3,00,040	3,11,198	5,19,346	
...	...	...	...	...	...	50,468	50,468	2,84,802	
...	...	...	...	...	...	8,953	8,953	31,355	
...	...	...	...	...	...	59,421	59,421	3,16,157	
...	...	...	...	...	...	4,758	4,758	70,095	
...	...	...	...	...	...	1,286	1,286	9,157	
...	...	...	...	...	...	6,044	6,044	79,252	
...	...	...	...	...	...	...	...	...

GENERAL TABLE NO. VIII.—*Return showing the Attendance and Expenditure in Hostels or Boarding-Houses for the official year* 1913-14 (Chap. XIII, paragraph 6).

Class of hostels or boarding-houses.	Number of		Number of boarders who are students of					Expenditure from				
	Hostels or boarding-houses.	Boarders.	Arts Colleges.	Secondary Schools.	Upper Primary Schools.	Lower Primary Schools.	Special Schools.	Provincial Revenues.	Local and Municipal Funds.	Subscriptions and endowments.	Fees.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13
For Males.								Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government ...	17	854	200	372	111	34	137	11,465	...	662	1,21,066	1,33,193
Managed by Local or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	...
Aided by Government or by Local or Municipal Boards.	103	4,569	33	2,045	1,812	670	9	11,160	6,765	56,775	2,56,335	3,31,035
Unaided	41	1,508	...	472	368	668	...	...	...	36,208	...	36,208
Total ...	161	6,931	233	2,889	2,291	1,372	146	22,625	6,765	93,645	3,77,401	5,00,436

Class of hostels or boarding-houses.	Number of		Number of boarders who are students of					Expenditure from				
	Hostels or boarding-houses.	Boarders.	Arts Colleges.	Secondary Schools.	Upper Primary Schools.	Lower Primary Schools.	Special Schools.	Provincial Revenues.	Local and Municipal Funds.	Subscriptions and endowments.	Fees.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13
For Females.								Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government ...	...	...	...	...	...	...	...	...	...	...	...	...
Managed by Local or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	...
Aided by Government or by Local or Municipal Boards.	69	3,092	...	988	945	928	231	34,414	5,168	68,798	1,72,889	2,81,269
Unaided	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	69	3,092	...	988	945	928	231	34,414	5,168	68,798	1,72,889	2,81,269
Grand Total ...	230	10,023	233	3,877	3,236	2,300	377	57,039	11,933	1,62,443	5,50,290	7,81,705

GENERAL TABLE NO. IX.—*Number and*

		In Primary Schools.					In Middle Schools.				
		Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.
1		2	3	4	5	6	7	8	9	10	11
In schools for Indians. — Teachers of Vernacular	Trained ...	17	...	...	1,051	...	163	...	...	804	...
	Untrained ...	1	...	...	7,210	...	8	...	...	2,493	...
	Total ...	18	...	...	8,261	...	171	...	...	3,297	...
In schools for Indians. — Anglo-Vernacular Teachers and Teachers of Classical Languages.	Trained ...	135	...	5	391	...	132	...	4	265	...
	Untrained ...	35	...	6	99	...	20	...	...	52	...
	Total ...	170	...	11	490	...	152	...	4	317	...
	Possessing a degree ...	...	...	...	2	...	5	...	...	24	...
	Possessing no degree ...	170	...	11	488	...	147	...	4	293	...
	Total ...	170	...	11	490	...	152	...	4	317	...
In schools for Europeans. — Schools for Europeans	Trained ...	4	...	...	73	...	3	...	...	52	...
	Untrained ...	...	...	...	56	...	2	...	...	20	...
	Total ...	4	...	...	129	...	5	...	...	72	...
	Possessing a degree ...	...	...	...	...	...	...	...	...	10	...
	Possessing no degree ...	4	...	...	129	...	5	...	...	62	...
	Total ...	4	...	...	129	...	5	...	...	72	...
Grand Total of all Teachers ...		192	...	11	8,880	...	328	...	4	3,686	...

qualifications of Teachers, 1913-14.

In High Schools.					In Colleges.					
Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Total.
12	13	14	15	16	17	18	19	20	21	22
9	...	...	22	...	...	...	...	...	...	2,066
1	...	...	17	...	...	...	...	...	...	9,730
10	...	...	39	...	...	...	...	...	...	11,796
41	...	...	42	...	17	...	...	...	...	1,032
17	...	...	16	...	...	...	...	11	...	256
58	...	...	58	...	17	...	...	11	...	1,288
12	...	...	20	...	15	...	...	11	...	89
46	...	...	38	...	2	...	...	...	..	1,199
58	...	...	58	...	17	...	...	11	...	1,288
2	...	...	30	...	...	...	...	...	...	164
...	...	...	4	...	...	...	...	...	...	82
2	...	...	34	...	...	...	...	...	...	246
1	...	...	5	...	...	...	...	...	...	16
1	...	...	29	...	...	...	...	...	...	230
2	...	...	34	...	...	...	...	...	...	246
70	...	...	131	...	17	...	...	11	...	13,330

GENERAL TABLE NO. X.—*Classification by ages*, 1913-14.

Statement showing Pupils in European Schools on the 31st March 1914, classified by ages.

Ages.	Infants.	Primary.				Middle.			High.			Total.
		I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	
1	2	3	4	5	6	7	8	9	10	11	12	13
Below 5 ...	102	11	...	...	...	...	...	...	...	...	...	113
5 to 6 ...	212	26	2	...	...	...	...	...	...	...	...	240
6 to 7 ...	241	95	18	...	...	...	...	...	...	...	...	354
7 to 8 ...	131	189	79	23	...	...	...	...	...	...	...	422
8 to 9 ...	79	162	138	55	3	...	...	...	...	...	...	437
9 to 10 ...	63	93	118	119	39	4	...	...	...	...	...	436
10 to 11 ...	6	62	100	125	118	27	...	...	...	...	...	438
11 to 12 ...	...	21	76	95	119	57	15	3	...	...	...	386
12 to 13 ...	1	14	40	76	85	113	48	16	2	1	...	396
13 to 14 ...	1	7	23	64	65	95	90	41	7	2	...	395
14 to 15 ...	...	1	5	32	56	91	100	74	14	2	3	378
15 to 16 ...	...	1	1	7	16	47	66	58	35	24	12	267
16 to 17 ...	...	1	1	3	10	20	27	74	29	20	14	199
17 to 18 ...	...	...	...	...	...	7	12	26	13	17	15	90
18 to 19 ...	...	...	...	...	...	...	2	6	4	11	8	31
19 to 20 ...	...	...	...	...	...	1	...	2	2	4	3	12
Over 20 ...	...	...	...	...	...	...	...	...	...	2	...	2
Total ...	836	683	601	599	511	462	360	300	106	83	55	
Totals ...	836	2,394				1,122			244			4,596

Statement showing Pupils in Anglo-Vernacular Schools on the 31st March 1914, classified by ages.

Ages.	Primary.				Middle.			High.			Arts Colleges affiliated to Universities.*						Total.
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	1	2	3	4	5	6	
Below 5 ...	150	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	153
5 to 6 ...	374	54	3	...	...	...	...	...	...	...	...	...	...	...	...	...	431
6 to 7 ...	666	191	41	1	...	...	...	...	...	...	...	...	...	...	...	...	899
7 to 8 ...	674	410	181	29	...	...	...	...	...	...	...	...	...	...	...	...	1,294
8 to 9 ...	587	571	394	101	4	1	...	...	...	...	...	...	...	...	...	...	1,658
9 to 10 ...	391	618	744	249	47	2	...	...	...	...	...	...	...	...	...	...	2,051
10 to 11 ...	281	531	836	557	107	12	...	...	...	...	...	...	...	...	...	...	2,284
11 to 12 ...	176	387	779	715	251	44	7	1	...	...	...	...	...	...	...	...	2,360
12 to 13 ...	119	288	799	987	516	196	31	2	...	...	...	...	...	...	...	...	2,938
13 to 14 ...	72	182	625	980	662	384	140	28	3	...	...	...	...	...	...	...	3,076
14 to 15 ...	31	80	412	804	693	520	262	75	10	...	...	...	...	...	...	...	2,887
15 to 16 ...	18	42	204	583	590	541	368	111	46	6	...	...	...	...	...	...	2,509
16 to 17 ...	11	8	74	312	378	496	432	150	90	50	...	...	...	...	...	...	2,001
17 to 18 ...	2	12	40	161	222	368	466	126	79	60	5	...	...	...	...	...	1,541
18 to 19 ...	3	1	18	74	125	233	350	118	81	80	31	11	...	...	...	...	1,125
19 to 20 ...	2	1	...	29	52	132	237	90	82	90	53	18	2	...	...	...	788
Over 20 ...	...	1	...	12	20	54	151	41	54	46	119	99	58	57	...	...	712
Total ...	3,557	3,380	5,150	5,554	3,667	2,983	2,444	742	445	332	208	128	60	57	...	...	
Totals ...	17,641				9,094			1,519			453				...		28,707

* Excluding Training Colleges.

GENERAL TABLE NO. X.—*Classification by ages*, 1913-14—concluded.

Statement showing Pupils in Vernacular Schools on the 31st March 1914, classified by ages.

Ages.	Infants.	Primary.				Middle.			High.		Total.
		I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	
1	2	3	4	5	6	7	8	9	10	11	12
Below 5 ...	13,296	974	1	...	...	..	...	...	...	...	14,271
5 to 6 ...	27,186	7,387	761	64	1	...	...	...	...	...	35,399
6 to 7 ...	30,087	15,013	3,247	248	2	...	...	...	...	...	48,597
7 to 8 ...	13,156	21,378	6,800	1,494	138	...	...	...	...	...	42,966
8 to 9 ...	5,489	16,722	9,424	2,930	369	9	...	...	...	...	34,943
9 to 10 ...	2,336	12,733	8,465	4,405	1,028	87	...	...	...	...	29,054
10 to 11 ...	1,449	10,393	6,950	4,734	1,964	282	11	...	...	...	25,783
11 to 12 ...	773	7,225	5,299	3,711	2,257	529	93	1	...	...	19,888
12 to 13 ...	585	4,455	3,285	2,903	2,298	667	220	33	...	...	14,446
13 to 14 ...	261	1,882	2,167	2,096	1,700	781	401	113	...	...	9,401
14 to 15 ...	252	977	1,039	1,016	953	667	394	193	...	...	5,491
15 to 16 ...	73	510	373	544	586	443	320	257	6	...	3,112
16 to 17 ...	39	133	132	238	280	231	229	230	10	...	1,522
17 to 18 ...	13	47	46	101	108	121	149	217	7	2	811
18 to 19 ...	7	19	25	34	55	43	61	113	7	1	365
19 to 20 ...	3	13	7	9	25	18	27	8	4		207
Over 20 ...	15	17	21	17	8	5	17	59	4	1	164
Total ...	95,020	99,878	48,042	24,544	11,772	3,883	1,922	1,314	38	7	...
Totals ...	95,020	184,236				7,119			45		286,420

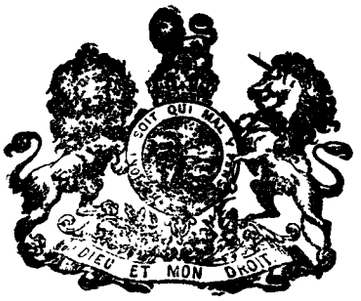
G. B. C. P. O.—No. 45, D. P. I., 3-11-1914—760—B. P.

REPORT

ON

PUBLIC INSTRUCTION IN BURMA

FOR THE YEAR 1914-15



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1915

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[The maximum limit of the body of the Report is 20 pages.]

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REPORT

ON

PUBLIC INSTRUCTION IN BURMA

For the year 1914-15.

CHAPTER I.

PRELIMINARY.

Statistics. Statements I and III.

1. Public and private institutions together have increased by 6 per cent. and pupils by 9 per cent. as against 3 and 10 per cent. respectively in 1913-14. The actual increase in numbers has been 1,483 for institutions and 45,572 for pupils. The figures however for private institutions are, as usual, quite unreliable. The bulk of the increase has taken place in the "public" sphere, in which, though the number of schools is only about half that of schools of the "private" class, the number of recorded pupils is nearly double that of private pupils. As compared with those of 1913-14 the figures for public institutions show a gain of 1,281 schools and 37,069 pupils. The gain in 1913-14 on the previous year was 404 institutions and 41,652 pupils. It is evident therefore that the stimulus afforded by the action of the Government of India has been well maintained in spite of the war. The gain is more evenly distributed over the various classes of schools than might have been expected from past experience. Thus, while the bulk of it belongs to the Lower Primary class (15,565 pupils and 823 schools gained), the Upper Primary class (which, remarkable to relate, now contains more schools and more pupils than the Lower Primary) has gained 9,883 pupils and 301 schools. Secondary schools have gained 10,890 pupils and 120 institutions. The increases under Primary institutions are partly due to the exertions of the Deputy Inspectors of Schools who were placed on special duty to encourage the registration of monastic schools in certain districts. But it is to be feared that these particular gains will prove somewhat ephemeral, especially if funds are not available to secure frequent visitation and a due allotment of grants.

Colleges and Training Schools, etc. Statements III and IIIB.

2. In the Collegiate sphere there is another marked rise in attendance, the total of students exceeding that of 1913-14 by 121. Training schools also show an improvement as regards the number of pupils especially in respect of females. It is gratifying to notice that in all classes (except special schools) the figures for females show improvement. Those for Europeans and Anglo-Indians testify to a small but steady increase; it is remarkable that the total of pupils in European Primary Boys' Schools has nearly tripled itself, while the corresponding figure for European Girls' Primary Schools has risen by 6 only. As was to be expected the bulk of the general increase is to be assigned to the Buddhist community. Hindus have retrograded in respect of both schools and pupils so far as "public" institutions are concerned, but the number of their pupils in private institutions has risen. Mahomedan pupils have increased by 1,801 in public institutions.

Chief educational events of the year.

3. Among the chief educational events of the year have been the creations of two Principalships for the Government High Schools at Akyab and Bassein, three additional Professorships in the Government College and two more Inspectorships. All these appointments belong to the Indian Educational Service cadre: unfortunately financial stringency has prevented the filling of the Inspectorships. A Scheme of Instruction in Temperance has been arranged for European and Anglo-Vernacular Schools. An audit of accounts of all European schools and of all hostels attached to Government schools has been introduced: the audit is undertaken by officers of the Accountant-General's Department and their reports

are proving distinctly valuable. A system of special lectures on Methods of Teaching for teachers already in service has been initiated. These lectures are given at the Government High School, Rangoon, by a selected officer of the department and are intended for uncertificated teachers who desire to take the examinations in educational theory for teachers' certificates. The survey of unregistered vernacular schools in certain districts undertaken by Deputy Inspectors on special duty has been continued and completed. Several members of the Indian Educational Service have joined the Indian Army Reserve of Officers and a number of educational officers of all services have joined the local volunteers. A pamphlet containing notes for Lectures on the War has been compiled and issued with the sanction of Government to all European, Anglo-Vernacular and Normal Schools and Colleges. Other literature on the causes of the war, comprising pamphlets by Dr. Holland Rose, and Professor Vinogradoff and a set of papers on "Why we are at War" by six members of the Faculty of Modern History at Oxford, has also been distributed to various educational institutions.

CHAPTER II.

CONTROLLING AGENCIES.

Officers in the Indian Educational Service, Provincial Educational Service and Subordinate Educational Service.

1. The number of officers in the Indian Educational Service reached 19 as against 16 of last year. The new officers are—two Professors at the College and the Principal of the Moulmein High School. The new Principal for the Bassein High School arrived after the close of the official year. A Principal is still required for the Government High School, Akyab. Mr. Baldwin, Principal of the Government High School, Rangoon, has been seconded for Censor Service in the Indian Army Reserve of Officers. Mr. Babington, Professor of English at the College, resigned the service in order to join the Army. He also has been appointed to Censor Service in the Indian Army Reserve of Officers. His place has been taken since the end of the official year by Mr. Fraser of Aberdeen University. Mr. Snow, Inspector of Schools, Pegu Circle, has been seconded for Military Service with the Indian Army Reserve of Officers and has been transferred to Quetta for training. Numbers in the Provincial Educational Service are unchanged. The Subordinate Educational Service has increased by 28 members, among whom are included 12 additional Sub-Inspectors.

Changes of officers during the year.

2. Mr. Wedderspoon officiated for me up till October 1914 when I returned from long leave. Mr. Snow was absent on long leave till the 16th November 1914. Mr. Potter was absent on leave until the 25th August 1914. Mr. Cocks was absent on leave from June 23rd to December 16th, 1914. Mr. Ward, Professor of Physics at the College, had to take sick leave for 7 months and 28 days from the 4th February 1915 and will be absent until October 1915.

The Educational Syndicate.

3. The Educational Syndicate has been consulted during the year on various educational matters of importance and has afforded the department valuable assistance and advice. The relations between the department and the Managers of Schools continue to be marked by harmony and good feeling.

CHAPTER III.

COLLEGIATE EDUCATION.

General remarks. Statement III.

1. On the 31st March the Government College had 507 scholars on the roll as against 391 in 1913-14, the Baptist College 67. The average numbers on the rolls for the year were respectively 521 and 67. In the current year the number on the rolls at the Government College has risen to 602 and at the Baptist College to 78. The attendance at Arts Colleges therefore has doubled since the last Quinquennial Report (1911-12). The rate of increase has exceeded even the most sanguine anticipations. Improvements in the staff, buildings and equipment

have no doubt contributed to this result, but the main factors are undoubtedly the steady growth of a conviction of the necessity of higher education for success in modern life, the prospect of an early consummation of the scheme for a Burma University and, last but not least, the capacity and popularity of the Principals.

Passes. Statement VI.

2. In 1914-15, 52 candidates out of 79 presented passed the B.A.; of these two were private students. Out of three candidates one passed the B.Sc. In the I.A. 121 passed out of 203 presented and in the I.Sc. 13 out of 21. One private student appeared for the M.A. and passed. In the B.A. one candidate passed with first class honours in Pâli and a number of others with second class honours in English. The Principal, Government College, reports that in the I.A. classes Mathematics continues to be an unpopular subject, Logic being preferred as a "soft option" under the impression that it is mere book-work and can be learnt by heart; thus the weaker the student, the more does he incline towards Logic! Another element however in the problem of adjusting the relations of these subjects is the fact that unless a pupil has taken advanced Mathematics in the Matriculation he is not qualified to take the Mathematics course for the I.A.

Hostel accommodation.

3. Hostel accommodation for the Government College has had to be extended by the hiring of two additional houses. In addition to the main hostel in the College, five houses are now taken up for this purpose, the number of boarders being 247. The Principal states that though not ideal hostels, the rented houses afford students clean and decent quarters and good opportunities for work. From April 1915 the Local Government will contribute but half the rental of these houses. Hence the boarding fee has been increased from Rs. 16 to Rs. 18 per mensem. If the hostels cannot be kept full, the Principal fears that financial complications may ensue. The Physical Laboratory begun in 1913-14 has been completed and classes are now at work in it. A temporary two-storeyed building has been erected to provide four additional lecture rooms sorely required. The old lecture theatre formerly used for Physics and Chemistry is now occupied by Arts classes and separate office accommodation is thus available for the Principal and the clerical staff and a room has been set free as an additional common room for the teaching staff. The old Chemical Laboratory has been converted into a reading room for students. As regards the College Library the Principal urges the desirability of its expansion in the near future, especially in view of the imminence of the University.

Law-class.

4. The Law Class attached to the College opened with 15 pupils but declined to 10. Students are reported to have shown more interest in their work than in previous years and to have behaved well.

Baptist College. Statement VI.

5. The Baptist College underwent certain changes of staff, Dr. St. John taking the place of Dr. Kelly as Principal, but otherwise pursued the even tenor of an uneventful way. It presented six candidates for the B.A., three passing and 33 for the I.A., 23 passing.

Draft Bill for Burma University.

6. During the year the Draft Bill for the Burma University was under the consideration of the Government of India and the Local Government. Certain changes have been found desirable. Draft Statutes have also been under preparation.

Medical Education.

7. Medical Education is afforded to Burma students both within and without the Province. At the Medical College, Calcutta, 10 male and 3 female students held Burma Government Scholarships during the year. At the Royapuram Medical School, Madras, 27 males and 3 females are pursuing a course for 'hospital assistants.' At both Colleges the students' work appears to have been satisfactory. In Rangoon, the Burma Government Medical School was attended by 61 students during the year. A separate report is now published on this institution so that detailed remarks are not called for here. The Government Veterinary School, Insein, is dealt with in the Report of the Civil Veterinary Department. The number of pupils in attendance was 41. At the Dufferin Hospital for Women Dr. Ma Saw Sa, F.R.C.S.I., etc., a Burmese lady, who has had a distinguished educational career not only in Burma but also at Calcutta and Dublin, took over charge as Superintendent.

Pâli Examination.

8. In the Patamabyan Examination 1,273 monks, nuns, laymen and laywomen appeared and 352 passed. The number of entrants was fewer than in 1913-14 but that of passes was higher. The examination was the last held under the old rules: to the test of 1915 the new rules sanctioned by Government in 1914 will be applicable.

CHAPTER IV.

SECONDARY EDUCATION.

Statistics. Statements I, III, IIIB, V and VA.

1. The figures for Secondary education cover European, Anglo-Vernacular and Vernacular schools for boys. Strictly regarded the term refers to Middle and High Departments only, but the figures include pupils in Primary Departments attached to Middle or High schools. European Secondary schools are dealt with in the chapter on European Education. The increase in Anglo-Vernacular Secondary schools is 3 only and in pupils 669: last year the increase was 6 schools and 2,599 pupils. Vernacular Secondary education has gained 96 schools and 8,564 pupils. Of Anglo-Vernacular pupils in so-called Secondary schools only 42 per cent. and in Vernacular Secondary schools but 11 per cent. of pupils are really getting any approximation to Secondary education.

Primary departments and development of Anglo-Vernacular education.

2. On the other hand the primary departments of Secondary schools are not to be altogether despised and rejected. They constitute natural "feeders" for the Middle stage: when primary and middle departments are united in one institution the process of attraction to the higher from the lower stage is facilitated. In comparison transference from isolated primary schools to the middle stage is always more likely to be retarded or hampered by various difficulties. Hence in the case of Anglo-Vernacular education, at any rate, the multiplication of merely primary schools is to be deprecated. Schools should not be started, much less registered, unless they have good prospects of being able within a reasonable number of years to sustain a middle department with an efficient staff. If after registration and due trial they fail to fulfil their early promise they should be closed unless it can be clearly shown that they are in touch with some Middle School and are acting as a "feeder" to it. To put pupils out into the world with nothing better than a Fourth Standard Anglo-Vernacular education is to inflict an injury not only on them but on the country. The general policy to be observed in regard to the expansion of Anglo-Vernacular education has been indicated in previous reports (*vide* especially the Quinquennial Report of 1911-12) and has been laid down in schemes prepared for the Government of India and in the orders of Government thereon. In the effective working of such schemes various obstacles are likely to arise, the chief of which are due to financial stringency and to Denominationalism. The latter factor tends to multiply or expand schools to suit the interests of denominations regardless of the general financial situation and of general educational policy. One of its more serious effects is the burden which it throws upon Municipal funds. The whole problem of municipal educational finance and its relation to the expansion of Anglo-Vernacular Education needs careful investigation.

Government and Municipal Schools, etc. Statement III.

3. The number of Government Anglo-Vernacular High schools has risen by one, that of Middle schools has been reduced by two. The change is due to the closure of Thazi school and the development of the Government Middle school, Yamèthin, into a High school. Government Vernacular High schools have increased by two and Government Vernacular Middle schools have decreased by the same figure. The change represents the elevation of the schools at Kyônpyaw and Lashio from the Middle to the High stage. District Cess Vernacular schools remain the same in number and have practically the same attendance as in 1913-14. There are no longer any Municipal or District Cess Anglo-Vernacular High schools and but four Middle schools of this class. The latter figure shows an increase of one on that for 1913-14, due to the opening of the Anglo-Vernacular Municipal school, Shwedaung. Aided Anglo-Vernacular High schools have increased by four, the result of the elevation of schools at Rangoon,

Toungoo, Henzada and Shwebo from Middle to High grade. Middle schools of the same class have declined by one. It is a somewhat curious phenomenon that while in all divisions, except in Mandalay, the number of pupils in Anglo-Vernacular High schools (not necessarily in High departments) has risen, the numbers in Anglo-Vernacular Middle schools have fallen, except in Arakan, Pegu and Magwe. So far as his division is concerned, the Inspector of Schools, Irawaddy, attributes the decline (which he traces to Upper Primary and Lower Primary stages) to the war scare, though why this should affect Middle schools and leave High schools undismayed is hardly obvious. Other Inspectors either do not notice the fact or fail to account for it.

Passes. Statement VI.

4. The public examinations for Anglo-Vernacular and Vernacular Secondary schools are the Seventh Standard, the Matriculation and the High School Final. The last two are taken by pupils in Standard X. The following are the percentages of passes to presentations for 1913-14, 1914-15 at these examinations.

	Number presented.		Number passed.		Percentage for both sexes.
	Boys.	Girls.	Boys.	Girls.	
(Seventh Standard.)					
1914-15	4,263	145	1,965	74	46·3
1913-14	4,008	130	1,885	72	47·3
(Matriculation.)					
1914-15	431	11	244	5	56·3
1913-14	350	5	253	4	72·4
(High School Final.)					
1914-15	38	8	162	5	45·6
1913-14	247	2	139	2	56·6

High School Final and other Examinations.

5. In the High School Final (the number of presentations for which has increased out of proportion to the number of passes) there is an increasing tendency to take up more "practical" subjects, like book-keeping, shorthand and typewriting, and hygiene, but too often these are treated very superficially, many candidates having acquired only such a smattering as they imagine (vainly) will enable them to pass. Of the compulsory subjects, Geography from the many failures therein seems to be the worst taught. In English on the whole there seems to be a gradual improvement. It is much to be regretted that many schools still permit or even encourage pupils to appear for both the Matriculation and High School Final. The percentage of success in the Matriculation has dropped in a very curious and abrupt manner—so much so that it is difficult to repress suspicions of an equally curious and abrupt variation of standard on the part of the examiners. As regards examinations held by school authorities Inspectors still too frequently complain that the tests are unduly lax and that they have to revise promotions made on the results. Nevertheless, speaking generally, considerable improvement even in this respect may be noted as Managers begin to recognize their own responsibility in the matter.

New Buildings.

6. During the year new buildings for class or hostel purposes have been either begun, continued or completed at 15 Government schools. These works have been financed from the special grants from India. It is much to be regretted that the long delay in obtaining its report from the Special Committee appointed in 1913 to consider questions of school planning and sanitation has prevented work being begun on a number of Government schools for which buildings are sorely needed. The report has now been received, but it is to be feared that many of its recommendations are of too ideal a character to be applicable under ordinary financial circumstances to any but one or two specially selected institutions. Now that the grants from the Government of India for building purposes have been suspended, the erection of new school houses may be only too long deferred. The Government schools with the most wretched buildings are those at Bassein

and Thayetmyo. The former are in a dilapidated and insanitary condition; they afford ample harbourage for rats and are therefore conducive to outbreaks of plague. It is also to be regretted that, since the receipt of special grants from the Government of India, the Public Works Department has ceased to provide in its provincial budget for original educational works, its expenditure on school buildings being restricted to repairs and minor alterations.

CHAPTER V.

PRIMARY EDUCATION.

Statistics. Statements I and III.

1. Vernacular Primary schools for boys have increased by 983 and pupils attending thereat by over 20,000. If the latter increment could be assigned to the new schools exclusively, this would mean that we should have on the register nearly 1,000 new schools with an average of 20 pupils apiece. But obviously the gain in pupils is made up from old as well as new schools. The attendance at many of the latter therefore must be considerably below 20. All divisions contribute to the increase, except, strangely enough, the two most important, *viz.*, Pegu and Mandalay, both of which have gained in schools but lost in pupils. Thus Mandalay is 68 schools to the good but 403 pupils to the bad: Pegu has gained 9 schools and lost 291 pupils. It is somewhat difficult to account for this phenomenon. Mandalay was one of the divisions surveyed by a Deputy on special duty, who brought a number of new schools on the Register of the circle. Of these at least 252 (some of which were registered in 1913-14) remain on the register of the Circle, which comprises both the Sagaing and Mandalay Divisions and the Northern Shan States. Some of these new schools belong to the Mandalay Division. The inference seems to be that the influx of pupils belonging to the new schools was not enough to stem the decline in attendance at the older ones. This decline the Inspector of Schools attributes partly to the influence of the war (notably in the Ruby Mines District, where, he says, trade has been paralysed and the population depleted) but mainly, I regret to have to add, to the slackness and inefficiency of certain Deputies (especially the Deputy Inspector of Schools in the 'B' division of the Mandalay District) and Sub-Inspectors. In regard to the Pegu Division the Inspector of Schools points out that both the number of Lower Primary schools and the attendance thereat have declined. The decline is marked in Syriam, Prome, Rangoon and Pegu. In Syriam it is somewhat compensated for by an increase in Girls' Vernacular schools. In Prome it was due to frequent changes of the Deputy Inspectors and consequent ineffective supervision. In Pegu, though there has been a gain of 6 schools, pupils have dropped by 225, a fact which leads the Inspector of Schools to suspect the genuineness of the figures in the returns. It is possible (although the Inspector of Schools does not say so) that the decline is (as in Mandalay) partly attributable to the influence of the war and the many wild rumours circulating among the population. It is perhaps significant that this effect should be mainly noticeable in the two divisions which include the capitals of Upper and Lower Burma. At the same time it can also be traced in Arakan, where a decline in Upper Primary attendance is attributed to the "*Emden* scare" as well as to more stereotyped causes, *e.g.*, sickness and failure of crops.

Government Primary schools, etc, Statement III.

2. Government Vernacular Primary schools for boys have increased by two and have doubled their attendance. Of these institutions seven are Upper Primary and one Lower Primary. The two new schools are in Insein and Myingyan. District Cess Vernacular Primary schools are still four in number but the attendance thereat has declined. The Inspector of Schools, Tenasserim, attributes the decrease to the enhancement of fees up to the level of the rate charged in Government Vernacular schools. The increase in Anglo-Vernacular Primary schools and pupils is small, comprising two schools and 109 pupils only. In the Irawaddy Circle there has been a distinct decline in attendance which the Inspector of Schools lays to the account of the war. The Inspector of Schools, Pegu, is all for restricting the increase of schools of this class. He would abolish Anglo-Vernacular Standards I and II, weed out would-be Anglo-Vernacular pupils by a stringent Vernacular entrance test and a stricter examination at the

close of the Upper Primary stage and raise the fees progressively until "a satisfactory rate is reached." The question of the multiplication of Anglo-Vernacular schools is discussed under Secondary Education, but the modest increment noted above scarcely seems to justify the Inspector of Schools' drastic proposals so far as Primary schools are concerned. The character of the Anglo-Vernacular Fourth Standard examination was modified in 1913-14. It is now mainly oral and is held *in situ*. Certain difficulties however attach to the present procedure which may render some modification necessary. The Inspector of Schools, Meiktila, notes that Object Lessons and Colloquial English are unintelligently handled in most Primary Anglo-Vernacular schools.

Grants for Vernacular Schools.

3. In Vernacular schools the Maintenance Grant has been applied in 198 cases. Its working and effect have been carefully investigated. The chief conclusions drawn from the investigation are that a further and more widely extended application is required to enable its effects to be properly judged and that under this form of grant schools (even those limited to the primary stage) are by no means bound to lose in comparison with average or actual grants of past years. Thus in the Irawaddy Circle out of seven Primary schools six actually gained, while out of 42 middle schools 31 gained: in Pegu half the schools experimented on gained. The possible maxima to be earned under the Maintenance Grant may fall short of those obtainable under the Results Grant but that is a different matter. In any case the Maintenance Grant seems more suitable than the Fixed Grant system which has never proved a success. Certain Inspectors hold that the Results Grant is the only one psychologically suited to the Burmese temperament and at the same time likely to produce satisfactory work. But the latter half of this proposition is by no means a necessary consequence of the former.

CHAPTER VI.

TRAINING SCHOOLS.

Statistics. Statements I and III.

1. The number of Normal Schools remains the same but the total number of students under training is now 672, an increase of 83. These figures do not include pupils in the Elementary Training classes for Vernacular teachers who number 225. The number of students in Anglo-Vernacular schools is 295, 118 being women. In Vernacular Normal Schools there are 288 men and 89 women.

Elementary Training Classes.

2. The Elementary Training classes now number 17 instead of 8 and contain 166 boys and 59 girls: 8 are connected with Monasteries. For the candidates passing out from a certain number of these classes Government has guaranteed salaries at Rs. 15—1—20 each. These are paid from the special grants received from the Government of India. The Inspector of Normal Schools considers this rate of payment much too high and would reduce it to Rs. 10 or even Rs. 5. The pay suggested by him is apparently intended only as a salary grant to be supplemented by a salary paid by a Manager. It is however notorious that in Vernacular schools it is extremely difficult to secure the payment of the Manager's quota towards the salary of an Assistant Teacher. The object of fixing the salaries of Government Elementary Teachers at the amount stated above was to render them independent of Managers in respect of pay and to place them on a proper footing as Government servants. Where however additional Elementary Training classes have been started without provision for the pay of those teachers who pass out from them, it is obviously desirable that some arrangement should be made whereby at least a portion of their pay can be guaranteed from public funds. It is to be feared that in starting the additional classes not sufficient attention was paid to this point. The result is that we are now faced with the possibility of such classes turning out pupils for whom posts cannot be found or (if posts can be found) for whose pay no definite provision from public funds can be made. This is not a satisfactory state of affairs. The classes for which guaranteed pay has not been provided are likely to wane in popularity and their depreciation may react unfavourably on those classes for which pay is guaranteed. However the whole scheme is tentative in so far as provision in any case has not been made under it for more than seven years, when

it is proposed to review the results and if necessary to revise the arrangement. On the other hand from the reports of Inspectors and other sources of information it is clear that these classes are meeting a very real need and that, if only the financial difficulties can be surmounted, they are likely to prove of very great service in providing teachers of a class that will be most useful in promoting the expansion of Vernacular Primary Education.

Courses for Normal Schools.

3. During the year the entire regulations and courses for Normal Schools were under reconsideration. Draft rules and curricula had been drawn up, and, owing to a misunderstanding, were assumed to have been approved. It was found necessary however in the latter part of the year to revise both the proposed rules and curricula. This has been done and the new regulations and courses have now been sanctioned and take effect from 1st June 1915. Thus the examinations in February 1916 will be held under the new rules. The most important change is the fixing of the Matriculation or the High School Final examination or a higher test as the initial qualification for the Anglo-Vernacular Middle School certificate and the reduction of the period of training for that certificate from two years to one. The Seventh standard qualification which was formerly accepted for the Middle School certificate course now suffices for the Primary School certificate only. Less work on the purely literary side is now required from Middle School certificate students and though the period of training has been shortened it is hoped that more time will be available for practical work, which under the old system tended to be crowded out by the number and variety of the various subjects required. Lastly, in the examination in theory and method, the papers for the Middle and Primary grades will be separate. The work at the Government Normal School, Rangoon, is up to University level since on the literary side students are prepared for the I.A. or for an examination practically equivalent to it. This institution in the course of its history has undergone many vicissitudes. In its latest phase it has become a training school more for women than for men (though men still attend as day students) and more for European and Anglo-Indian girls than for Burmese. Since its revival on 1st January 1904 the school has been subordinate to the Principal of the Government High School, Rangoon. It is now however quite distinct as regards its buildings site and staff from the High School and in view of its present character it has been thought desirable to render it independent of the Principal of the High School. At present the Headmistress-ship is vacant. It would be extremely advantageous if it could be filled by an English lady of character and experience. A proposal has been approved to institute a Visiting Committee which will assist the Director of Public Instruction and the Inspector of Normal Schools with advice and recommendations in questions which may arise in connection with the working of the school.

Slöjd work, etc.

4. Slöjd work is done in all Normal Schools for male students. School Gardening has been undertaken with some effect in the Normal Schools at Moulmein and Akyab. The extension of this subject to other Normal Schools is very desirable. Another desideratum is provision for practical work in connection with Elementary Science and Object Lessons. At present even in the Normal Schools these subjects are treated too much from the stand-point of mere book work and theoretical method and too little from that of personal investigation and experiment. The equipment in this respect is also sadly to seek. A start might be made with a provision of cheap but suitable microscopes and the necessary slides.

Buildings and accommodation.

5. The buildings and accommodation provided for the Government Normal Schools at Moulmein and Rangoon cannot be considered good. In Rangoon they are of make-shift character, an ordinary bungalow having been hired and piecemeal additions made as particular needs arose. In Moulmein the buildings are old and from an educational stand-point not well suited to their special purpose. The addition made in 1911-12 only to a very partial extent modified the inconvenience of the older buildings. At Toungoo, the buildings are new and on the whole suitable. At Mandalay some of the buildings are good but others are old and unsuited to modern conditions: moreover in view of its numbers, the whole institution is badly in need of an extension both of buildings and compound, but in order to effect this it will be necessary to take up sites now occupied by ordinary houses.

CHAPTER VII.

TECHNICAL INSTRUCTION.

The Engineering School, etc.

1. Technical instruction of a practical and more or less professional character is provided for at the Government School of Engineering, Insein, the Technical Class attached to the Railway Workshops, Insein, the Government Reformatory, Insein, the Government Survey Schools, the King Edward Memorial School, Akyab, the A. B. M. Bghai-Karen School, Toungoo, and certain "commercial" schools in Rangoon. European and Anglo-Indian apprentices, for whom stipends are provided by Government, are taken at a number of engineering and other workshops belonging to important corporations or firms connected with technical work, *e.g.*, the Burma Railways, Irawaddy Flotilla Company, Port Commissioners, Rangoon, Electric Tramways Company, Dalla Dockyards, Burma Chemical Industries, Bulloch Brothers.

Technical instruction for girls.

2. For girls instruction in the domestic arts, needlework and lace-making is provided at St. Mary's High School, Rangoon. The Convent, Prome Road, Rangoon, teaches cooking, dress-making and cutting out and the practical elements of domestic economy to poorer girls of the Anglo-Indian class. St. Matthews', Moulmein, discontinued its class for dress-making and cutting out. The E. W. M. Girls' School, Kyauksè, has a weaving class. The Education Department provided stipends for several professional weavers attending the new Government Weaving School at Amarapura, Mandalay District, where the use of modern machines is taught. Four local school teachers were also sent there for training, Government providing looms for them at Rs. 85 each. These looms were made in the Government School and are now in use in vernacular schools, where weaving on the new methods has been taken up. The S. P. G. Girls' School, Shwebo, which has long taught weaving, has also sent a teacher to Amarapura for training, and other girls' schools have been advised by the Inspector of Schools, Mandalay, to do the same. The E. W. M. Girls' School, Mandalay, has two modern looms obtained from the Salvation Army and a teacher who understands them. But these machines require more strength and are less suited to children than the Amarapura ones. There are also in the Mandalay Circle 17 vernacular schools teaching weaving on the old lines.

The working of Government School of Engineering, Insein.

3. The Government School of Engineering, Insein, is now making good progress under the zealous and intelligent supervision of Mr. Morris, who has been well seconded by Mr. McNeilage. A variety of classes and schools have been grouped with the original engineering nucleus, *e.g.*, the Insein Survey School, the Railway Telegraphic Class and a Workshop Apprentice Class. In view of the new conditions the headmaster suggests that the designation of the school be altered to "The Government Technical Institute." Altogether pupils under instruction at the school number 111, of whom 25 belong to the Engineering School proper and 24 to the Technical High School. Burmans are taking more interest in the school and now constitute a majority in the Engineering classes. The headmaster complains that the Technical High School does not attract the best product of the Anglo-Vernacular and European schools and that many of the pupils who enter are deficient in mathematics and even "in simple arithmetic have a good deal to unlearn." On the mechanical side two students who completed their training have been placed out on favourable terms with the Indo-Burma Petroleum Company and the Mandalay Tramways Company respectively. The headmaster considers that for well trained students prospects in such directions are better than in the Public Works Department. One student also has been sent to the Railway Workshops for the first part of his training. The third-year Engineering students have carried out a survey in the Sagaing District for the Public Works Department. It is hoped that practical professional training of this kind may be available annually. In the Railway Signaling Class the curriculum covers four to six months. The Railway provide stipends and a teacher. Hitherto Indians have predominated in the class, but the Railway and headmaster hope that Burmans will be attracted in larger numbers. The class now comprises one Anglo-Indian, one Chinaman, 11 Burmans and 16 Indians. The idea of the Workshop Apprentice class is to combine ordinary schooling with trade

instruction. It is intended for sons of artisans; they are caught young and are instructed in Burmese, arithmetic and drawing in addition to carpentry and smithy work. The course as designed is a five-year one, but it is doubtful if pupils can be kept so long. Merely two stipends a year are provided; hence the present number is three only. The headmaster is also Provincial Art Officer: as such he supervises two art apprentices, who have been given a few months' training in the school workshops.

A. B. M. Bghai-Karen School, Toungoo, etc.

4. At the A. B. M. School, Toungoo, printing, book-binding, carpentry and weaving are taught: 101 boys passed in these subjects, the large majority (70) in carpentry. The King Edward Memorial School, Akyab, had an average attendance of 20. The subjects taught are carpentry, tailoring, canework, blacksmith's and tinsmith's work and painting. Day students from Akyab town get a stipend of Rs. 5 per mensem: about 20 for whom no stipends were available left the school. Boarders number 10 and get Rs. 15 per mensem made up by local subscriptions. Of the local stipendiary students several left after three or four months because they could earn more outside than they got at the school, although the earnings of the school were distributed among the pupils. To check this, stipendiaries have now to sign a bond agreeing to refund stipends and pay a fine of Rs. 50 if they leave before completing a year.

Reformatory School, Insein. Statement III.

5. In the Reformatory 106 boys were detained at the end of the year, the average cost per head being Rs. 15, an increase of Re. 1 on last year. Agriculture, carpentry, tin-smithing and shoe-making are taught: 27 boys took the first and 79 the remaining crafts: 6 were licensed out. Superintendent reports that the boys' work, conduct and deportment have improved, the last being influenced for the better by the new physical drill and organized games. The management of the institution has been under consideration during the year. The Visiting Committee and Director of Public Instruction have now made recommendations to Government, the effect of which, if approved, will be to bring the Reformatory more directly under the Education Department and thus to fulfil the orders of the Government of India issued in 1899.

Drawing Examination.

6. Drawing was taken by 18 European and 117 Anglo-Vernacular schools, 12,551 pupils passing in the subject. No less than 925 vernacular schools attempted this subject and passed 17,298 candidates out of 35,518 presented. In Anglo-Vernacular and Vernacular schools there is a marked increase in the number of candidates presented, but the number of European schools and of European pupils taking drawing has diminished. The reason of the decline is not explained and the fact is to be regretted. The Inspector of Schools, Pegu, holds that drawing should be treated as a necessary part of the curriculum: he would abolish the present results grants thereon, but pay salary grants for teachers. The Inspector of Schools, Meiktila, considers that the present system of examination in object drawing is unsuitable, especially in the teachers' tests. He would have an examiner appointed for each separate centre who should dispose of the work *in situ*. The other method is to send candidates' drawings to a Central Examiner with certain detailed information (provided by the local Superintendent in accordance with instructions issued by the Central Examiner) as to the position of the object set.

Slöjd, etc.

7. The number of pupils taking Slöjd has increased, the main addition being in Anglo-Vernacular schools. Classes for manual training attached to Vernacular schools now number 24. The efficiency of these classes varies greatly, but on the whole is not high. Their ill-success in certain circles has been due mainly to slack supervision and muddling in regard to the supply of materials on the part of inspecting officers. In several cases, however, the class teachers lack real interest in their work, having accepted their appointments merely as stepping stones. Now that an Assistant Inspector for this subject and for drawing has been appointed it is hoped that these classes will justify themselves: it should be understood, however, that the local inspecting staff is not released from its responsibility for supervision by the new appointment. It is to be regretted that serious illness prevented the Assistant Inspector from seeing as much of these classes and of drawing in Anglo-Vernacular and European schools as was desirable.

School gardening.

8. The four teachers sent to Ceylon for training in school gardening have returned and are now posted out as Sub-Inspectors of School Gardens in the Meiktila, Mandalay, Pegu and Irawaddy Circles with headquarters at Meiktila, Mandalay, Rangoon and Bassein. In the Mandalay Circle there are now 189 school gardens, the best being in the Sagaing, Mandalay and Katha Districts. The Inspector of Schools is eager to get *pôngyis* to start gardening. In this circle 666 packets of flower and vegetable seeds were distributed. The seeds were appreciated and on the whole did well: it is desirable however that they should reach the schools earlier in the season. In the Meiktila Circle 37 vernacular schools have gardens, 26 being in the Kyauksè District, where the pupils are very keen on gardening, getting up so early as to begin work on their plots sharp at six. An interesting account by Colonel Cronin, late Deputy Commissioner, Kyauksè, has been published in the Irish "School Garden Monthly" describing the whole scheme of work in a school at Kyauksè and giving photos. The initiation of the scheme and present progress are largely due to the enthusiasm of Colonel Cronin.

CHAPTER VIII.

FEMALE EDUCATION.

Statistics, Statements I, III and V.

1. The total number of girls in public institutions is 108,531, *i.e.*, 11,481 more than in 1913-14. Girls in private institutions are put at 4,271 only, a fall of 318. On these figures the percentage of females of school-going age under instruction is 12·66. This represents a marked increase since 1912 when the percentage was just under 9. The increase is distributed over all circles: it is most noteworthy in the Arakan, Meiktila and Irawaddy Inspectorates. Of the girls in public schools 85·4 per cent. belong to the Buddhist community, 6·2 are Native Christians, 1·7 Mahomedans, 5·9 Europeans and Anglo-Indians. Almost all however are in the Lower Primary stage of instruction, 9 only attending a College, 217 being in a High Department of a secondary school and 2,123 in the Middle stage.

General remarks. Statement III.

2. There are no Government Anglo-Vernacular or European Schools for girls, but five secondary vernacular public girls' schools are maintained from provincial funds. The attendance in these is 476. A new Lower Primary School has been opened with 20 pupils at Pyinmana: schools proposed for Kyaukpyu and Letpadan have not yet been opened. The Inspector of Schools, Tenasserim, notes that good work is being done at the Mergui and Kanyutkwin schools. The number of aided secondary vernacular girls' schools has risen from 67 to 89 and that of similar upper primary schools from 316 to 359. In regard to the relatively small number of girls' schools it must be remembered that 75 per cent. of girls attending school are to be found in institutions classified as boys' schools. On the other hand girls' schools eke out their attendance by admitting a large number of small boys: in fact over one-third of the pupils in public schools for girls are of the opposite sex.

Passes. Statement VI.

3. In examination girls (as usual) have done well. Out of 29 presented 20 passed the European High School Final Examination and two out of three the Anglo-Vernacular High School Final. In the Anglo-Vernacular Seventh Standard Examination 75 girls passed out of 121 presented. In the I.A. two passed from the Baptist College, eleven from the Government Normal School, Rangoon. In the B.A. no girls passed. In the M.A. Miss M. Kingsley passed from the Government College but as a private student, the College not being affiliated up to the M.A.

Anglo-Vernacular curriculum.

4. Certain variations were made in the Anglo-Vernacular curriculum, notably in regard to Domestic Economy (or Household Management), Cooking, Hygiene and Geometry. Orders were issued during the year enforcing the teaching of the first three subjects in Anglo-Vernacular schools and relieving girls who took Domestic Economy and Cookery from the necessity of doing Geometry. Complaints however speedily arose, due to the practical difficulties of drawing up courses in Domestic Economy and Cookery suitable to schools in Burma and of securing efficient teaching. The concession in Geometry also caused trouble.

The new departure was in fact premature. The whole question was carefully re-investigated and after the close of the year orders were issued maintaining the teaching of Hygiene and Domestic Economy but deferring the introduction of Cookery. Arrangements were also made enabling girls to begin Algebra and Geometry in the Middle Department, if so desired, but maintaining the concession regarding Geometry for all girls who did not require to take Mathematics. From the general educational standpoint, as well as from a more popular point of view, it seems preferable that the majority of girls in Anglo-Vernacular schools should study a subject like Domestic Economy rather than Mathematics, the practical utility of which in after life to those who do not intend to become school mistresses and have no aspirations after higher education in other spheres may well be doubted.

General expansion in Female Education.

5. The general expansion in primary female education calls for a few remarks. While it is to a certain extent the outcome of the special stimulus afforded by the Government of India, it is also to a certain extent normal and is therefore the more a subject for congratulation. The Deputies who were placed on special duty in connection with the expansion of vernacular education paid very little attention to questions affecting girls. Their efforts cannot be said to have advanced female education to any marked extent. Measures such as the institution of training classes for elementary female teachers, the provision of Government assistant teachers on fixed scales of pay for selected aided schools, the multiplication of stipends for Normalists and of scholarships for girls have undoubtedly all contributed to the present result. But as yet neither the scale nor the duration of these measures has been such as to justify the conclusion that they are the sole causes. A growing desire for the education of girls must also be taken into account as a dominant factor in the progress accomplished. In so far as funds remain available, development should continue on the above lines. The provision of elementary or more highly qualified teachers for aided schools is specially important. In view of the preponderance of girls attending boys' schools such teachers must be attachable to the latter and not reserved for girls' schools. Later, as the attendance of girls increases in certain boys' schools, the girls might hive off into a separate school under a Government teacher. It is not however possible nor is it really necessary to provide separate boys and girls' schools for every village. Even for villages where no lay school exists and boys attend the *pôngyi kyaung*, it will be long before it will be feasible to provide special girls' schools on any extensive scale. Where such schools are provided it will probably be necessary to allow them to take in boys in order to enable the managers to earn a sufficient livelihood. On the other hand a sign of grace is to be observed among the monks in that a few of them now admit girls as well as boys. One specially worthy *pôngyi*, U Thila of Sagaing, has established in the precincts of his monastery (though not in the main building) not merely a large girls' school under a mistress but also a training class for elementary female teachers.

CHAPTER IX.

EUROPEAN EDUCATION.

General remarks and number of pupils. Statements III and III B.

1. The total number of European Schools remains the same as last year, namely 30. One Secondary School however has been reduced to the Primary grade so that the number of Secondary Schools is now 26 and that of Primary 4. The Primary Schools all belong to the Upper Primary Class. The total number of pupils has increased from 4,642 to 4,836. The latter figure includes 632 non-Europeans. The net total for Europeans is 4,651, a gain of 164 over last year. Only one European school is under public management, namely, the Government European School, Maymyo. The attendance at the latter has decreased by 5, the total of pupils being 188 instead of 193. During the larger part of the year the Principal was absent on sick leave. He returned on 18th March 1915. By far the largest European School is St. Paul's which includes 517 European and 76 non-European pupils. The next largest is St. John's Convent, Rangoon, with 335 European and 35 non-European pupils.

Passes. Statement VI.

2. In the I.A. Examination of Calcutta, 12 Europeans, all girls, appeared from the Government Normal School, Rangoon, and 11 passed—8 in the first Division and 3 in the second. In the European High School examination, 28 candidates passed—10 boys and 18 girls, as compared with 11 boys and 14 girls in the previous year. The Diocesan Boys' School, Rangoon, was the only boys' school which passed pupils in the first Division, but three girls' schools—St. Michael's, Maymyo, the Convent, Rangoon, and the Methodist School, Rangoon—achieved this distinction. Only one European School can be classed as an Industrial Institution, namely, the Convent, Prome Road, Rangoon, where Dress-making, Lace-making and Cooking are taught. An attempted Industrial Department at St. Matthews', Moulmein, was closed during the year. The A.B.M. Girls' School, Mandalay, has opened a Cooking Department which is reported to do fair work. In no European Boys' School is Slöjd or any form of manual work taken up. It is a deplorable characteristic of pupils of this class that so many appear to have little or no inclination to use their hands. In Girls' Schools, Needlework is done and on the whole well. All schools take Drill; five schools only take Gymnastics, St. Peter's, Mandalay, and St. Paul's, Rangoon, being undoubtedly the best in this subject.

Staff and examinations.

3. The Inspector notes that on the whole the staffing of European Schools is satisfactory but that in Boys' Schools great difficulty is found in replacing men who leave. The average Anglo-Indian lad has little use for teaching except as a stopgap. Girls' Schools as a rule are better and more easily staffed than boys'. The number of women holding High School Certificates for training is increasing satisfactorily. Women are more willing to continue their studies in Normal schools than are men, who prefer, if possible, to obtain employment in Government or other offices after passing the European High School or I.A. Examination. The standard of the European High School examination is a high one and is being well maintained: one concession (the value of which will require careful investigation) has been made in that pupils are now allowed to pass this examination in two parts. Calcutta University has been asked to allow candidates who have passed in the first Division and who have successfully studied certain further subjects for at least one year to be considered as having passed an examination equivalent to the I.A. So far no reply has been received from the University. The Inspector remarks that there has been a general improvement in teaching in European Schools as is shown by the younger age at which pupils now pass the High School examination. In the VIIth Standard, however, there are too many failures and these do not represent the whole tale of the unfit as a certain number are not allowed to appear for examination. The inference is that promotions in Standards V and VI ought to be more strictly made by Managers.

Admission of non-European pupils, etc.

4. The 15 per cent. limit for non-Europeans in European schools has been reduced to 10 per cent. but Jews, Armenians and Parsees may at the discretion of Managers and under certain conditions be admitted outside the 10 per cent. It is possible that the admission in this way of selected non-European pupils into schools for Europeans may be productive of good for the latter since they may be stimulated by the enhanced competition which will ensue. It is understood however that non-Europeans thus admitted are not eligible for European scholarships or stipends and the above concession does not apply to the Government School, Maymyo. The Inspector points out that there is a good deal of distress amongst the poorer Anglo-Indian community which is only very inadequately met by the stipends provided for Orphans and Boarders and Apprentices. These stipends have been supplemented by a special fund from the Imperial grants but even so there seem to be a good many cases for which additional help would be desirable.

Games.

5. The games chiefly played are Football and Cricket in Boys' Schools and to a certain extent Tennis also. A few girls play Tennis but speaking generally organised games in Girls' Schools are conspicuous by their absence. At Maymyo boys are now enabled to get swimming in the local swimming bath, but St. Peter's, Mandalay, is the only school possessing a swimming bath of its own. The Inspector suggests that arrangements might be made to enable girls at school in Maymyo to use the swimming bath there.

Buildings.

6. Buildings for European schools have been considerably improved of late years, thanks mainly to the Special Grants given by the Government of India. Fifteen new buildings have been begun or completed in the year. The department is much indebted to the Professors of Chemistry and Physics at the Government College for very valuable advice and assistance in regard to the plan, fittings and general arrangements of the Laboratory at the Government European School, Maymyo. Unfortunately owing to financial stringency it has been found impossible at present to complete its equipment and to provide a Science Master.

CHAPTER X.

MAHOMEDAN EDUCATION.

Statistics. Statement III.

1. The total number of Mahomedans under instruction in the Province (whether in Public or Private schools) is put at nearly 21,000 or over 2,000 more than in 1913-14. Of these 13,385 or 64 per cent. are in Public Institutions. Thirty-two attend a College and 4,896 Secondary schools, the rest being primary pupils. There are however only four Mahomedan Anglo-Vernacular Secondary schools with an attendance of 358: Mahomedan Vernacular Secondary schools number 9 with an attendance of 900, a large proportion of which must be credited to the Primary standards. It will be obvious therefore that the bulk of Mahomedan pupils attending secondary schools is to be found in other than purely Mahomedan institutions. As a matter of fact the majority attend Burmese or Anglo-Burmese schools. Since most Mahomedan pupils are partly of Burmese blood and speak Burmese as their home language, this circumstance is by no means to be deplored. Propaganda which would aim at driving these pupils into schools managed by Indian Mahomedans and there 'Urduizing' them may appeal to Indians but with few exceptions offers little solid educational advantage to boys born and bred in Burma and of Burmese descent on their mothers' side. Public Mahomedan Primary schools number 134 with 5,645 pupils. Private Institutions number 262: these so far as can be ascertained, are practically all 'maktabs' or 'Koran' schools and have an attendance of 6,962 pupils.

Claims for concessions and special treatment.

2. Of recent years the position of Mahomedan education in the Province has been the subject of not a little discussion. Claims for concessions and special treatment have been made, which, in the light of facts and figures regarding Mahomedan pupils and their proportion to the total of children under instruction, cannot be sustained. On the other hand the enquiries which have been instituted show that as a community the Mussulman element in the population is by no means averse from education and is eager to make up leeway. In so far as funds and the consideration of the predominant claims of the indigenous population permit, the Education Department is anxious to promote the realization of Mahomedan aspirations. Something has already been done. Investigations indicate that the most fruitful measures to be adopted for this purpose will be the reservation or provision of scholarships for Mahomedans, an increase in the number of Deputies for Mahomedan schools, the attachment of Urdu teachers to certain Anglo-Vernacular schools attended by Burmese Mahomedans and the addition of Mahomedan members conversant with Urdu and Persian to the Text Books Committee. To these may be added the provision of instruction in Persian at the Government College, provided there is a genuine and steady demand for it and that Calcutta University is prepared to recognize the subject. It may be mentioned that Mr. Jamal, C.I.E., the well known and public spirited 'merchant prince', who has already done so much to assist Mahomedan education both in Burma and Bombay, has offered to bear for a certain period the expense of a lecturership in Persian at the Government College if such an appointment is found desirable and other means of financing it are temporarily unavailable.

CHAPTER XI.

EDUCATION OF SPECIAL CLASSES.

General remarks.

1. The number of Public schools has risen by 138 with an increase of 5,165 pupils. The main increase belongs to Vernacular schools. In this class the

Shans, Danus, Chins and Talaings show satisfactory increments in respect of both institutions and pupils. The returns for Talaing schools are remarkable: according to them aided Vernacular schools for this community have risen from 57 to 82 and the attendance from 2,416 to 4,230. The Inspector of Schools, Tenasserim, attributes the phenomenon to improvement in the Ye Township in Amherst District which had hitherto remained backward. Similar Karen schools have advanced also but to no such marked extent: they and their pupils however make up over two-thirds of the public institutions for special classes and nearly two-thirds of the attendance. *Longo intervallo* after the Karens come the Shans who are now hard pressed by the Talaings for second place. A Leshaw school shown last year has fallen out but schools for Lahus and Lewas have risen from one to six and their attendance from 116 to 353. Kachins, Tamils and Telugus show decreases. In the Anglo-Vernacular section very little progress so far as mere numbers are concerned is recorded. Private institutions show a comparatively large increase but little reliance can be placed on the figures. The total number of pupils of special classes under instruction is placed at 82,825 as against 74,386 in 1913-14.*

Shan Chiefs' school, Taunggyi.

2. The Government School for the Sons of Shan Chiefs has had a year of quiet progress. A practical start has been made with the new subject of "Agriculture". The pupils numbered 78 at the close of the year. Some of them are in low standards in which at their ages (19 and 20) they can do little good: their influence is harmful and they should be "superannuated". One pupil asked to be allowed to leave on the plea that he had been "bewitched by a girl" (whether literally or metaphorically does not appear). On a refusal he took French leave, not alone but with two other pupils. The school was visited by His Honour the Lieutenant-Governor in March.

Grants for special schools.

3. A large number of the other public schools of this class and in particular many Vernacular schools are managed by missionaries, the value of whose work in this sphere must be acknowledged by all who are acquainted with it. It is questionable whether the Departmental regulations especially those relating to inspection, salary grants and results grants are such as to second the efforts of the missionaries to the full extent that may seem desirable. Thus Mr. Lewisohn, Deputy Commissioner, Bhamo, who has taken much interest in Kachin schools, has suggested that the Maintenance Grant reinforced by Boarding Grants might well be substituted for Results Grant, that small equipment grants should be payable without the present roundabout procedure and red tape delays and that the Mission managers might be utilized to examine each others schools. This last suggestion has not appealed equally to all the managers concerned. The Deputy Commissioner is also anxious that the established practice regarding the use of the tribal vernacular (*e.g.* Kachin) as a medium and its teaching as a subject in the vernacular curriculum should be reviewed. It is proposed to deal with certain of these matters at a conference at Bhamo in August.

Language question.

4. In regard to the language question the Inspector of Schools, Pegu, reports a desire on the part of managers of Karen vernacular schools to make greater use of Karen, in lieu of Burmese, especially as a medium. The Inspector of Schools, Meiktila, states that difficulties are occurring in the eastern portion of the Southern Shan States, especially in Kēngtūng, in regard to the use of Shan and Burmese. The Inspector of Schools, Mandalay, is in sympathy with the views of the Deputy Commissioner, Bhamo, as regards the vernacular and has already introduced experimentally certain changes into seven schools in remote districts.

Opening of Vernacular School at Kēngtūng.

5. The Superintendent of the Southern Shan States is anxious to have a good lay vernacular school opened in Kēngtūng where *pôngyis* are found to be ignorant and obstructive. It is proposed to obtain a teacher from a Mission in Siam. The Inspector of Schools also urges the establishment of a Government Vernacular school with a hostel on the model of the Lashio School but more specifically with the object of turning out teachers for the States. Thanks to the Superintendent, he has been able to organize a system by which, in order to get grants paid promptly and regularly, the Deputy Inspector of Schools may utilize Postal runners attached to Assistant Political Officers, and also may obtain

advances from the local *Sawbwas*. The Inspector of Schools, Mandalay, remarks that in the Northern Shan States owing to the special system established there (*vide* Quinquennial Report for 1907-08 to 1911-12, page 26) the vernacular schools are unusually efficient and permanent.

CHAPTER XII.

PRIVATE INSTITUTIONS.

Statistics. Statements I and III.

1. It is almost useless to enlarge upon the figures for this chapter. Nominally the total of schools has increased by 202 and that of pupils by 8,503. The latter increase is considerably larger than that reported for 1913-14. It may be inferred that the survey made by the deputies on special duty for one year from the 1st September 1913 (in Arakan for three months only, from the 1st June 1914) has resulted in an extended and more detailed knowledge of the unregistered monastic schools in the districts surveyed and consequently in an increase of the totals reported for such institutions. Sagaing, Meiktila, Magwe and Mandalay, in order as cited, contain the largest numbers of vernacular private schools. "Koran" schools are returned at 262, the same figure as last year (one of them being a girls' school): the number of pupils in attendance has risen by 122. Of the reported total of pupils in private institutions 95 per cent. are Buddhist and 3 per cent. only are Mahomedans. No "advanced institutions" teaching Persian, Arabic or other Oriental classic are returned.

Monastic and *Pâli* schools. Statement III.

2. It is not obvious why under the last category should not be included those monastic schools, which, while not registered as ordinary or even as Pâli schools and preferring not to present pupils for the Patamabyan examinations, nevertheless teach Pâli up to the standard of that test. Such schools (so far as funds allow) are included in the list of institutions eligible to share in the doles of rice for which the Government of India has sanctioned a special grant of Rs. 20,000 per annum. The number so included at present is 28 schools. Inspectors, however, have recently been asked to review their figures for these schools as the accuracy of the present returns is suspected. Monastic schools, which present pupils for the Patamabyan tests, are registered as "Pâli schools" and are not to be considered as "private institutions." They number 347 with an attendance of 3,684.

Mula-Ganan-Thincha Examination, etc.

3. Among monks, whether belonging to registered or unregistered schools, the test in arithmetic known as the Mula-Ganan-Thincha Examination is proving perhaps only too popular. In 1914-15 the numbers appearing were 311, of whom 124 passed. The scheme, originally devised for Upper Burma, has been extended to Lower Burma, not altogether to the approval of certain Inspectors. Thus the Inspector of Schools, Irawaddy Circle, states that it has "grown to inconvenient dimensions" and is looked at askance by laymen of the Buddhist community, who consider that *pôngyis* should not meddle with so worldly a subject. He admits however that *pôngyis* like it, so much so that in view of the generous awards granted for passing the examination some registered monastic schools are reverting, preferring the easy terms and ample rewards of the Mula-Ganan-Thincha test to the hard requirements and often scanty results grant of the full "A" curriculum. The Inspector of Schools, Meiktila (the parent of the scheme), concedes that its success is likely to render it unduly costly: he would reduce the awards and limit admissions to *pôngyis*, *upazins* and *koyins* from "B" and private monastic schools. At the same time, however, he would institute a middle grade, "Alédan-Ganan-Thincha," test for *pôngyis*, *upazins* or *koyins* who have not passed standard VII. The Inspector of Schools, Mandalay, also recommends a reduction in the awards and urges some restriction on the number of candidates. Steps have been taken this year to regulate the number of passes more closely and the whole scheme will be reviewed and, if necessary, proposals for modification will be submitted to Government.

Work of Special Deputies.

4. It is not easy to sum up the net results of the surveys made by the deputies on special duty. The districts surveyed were Myingyan, Yamèthin, Pakôkku, Mandalay, Shwebo, Sagaing, Mônywa (A), Thatôn, Toungoo, Tavoy, Amherst, Kyaukpyu, Sandoway and Akyab (B). About 3,500 schools were visited. Of these some declined registration, others promised to consider the matter but did nothing

more; 1,573 were actually registered, of which some 1,015 remain definitely added to the register. In Meiktila Circle (where specially good work in this respect was done by Maung Po Sein) out of 1,047 schools visited 625 remain permanently registered. Elsewhere the results are by no means so good. In Mandalay the Inspector of Schools finds them particularly disappointing. In Tenasserim the Inspector of Schools assigns the gain of 57 primary vernacular schools and 1,687 pupils to the labours of the special deputies, figures however which do not compare favourably with the Meiktila results. All Inspectors concerned agree that it would be well if the experiment could be repeated on a wider scale and in other districts, a consensus which I would heartily support if funds were available. Among noteworthy recommendations emerging from the special deputies' reports are the following: (*a*) the rapid multiplication of elementary training classes, elementary teachers and Government assistant teachers; (*b*) a considerable extension of the number of small salary grants of Rs. 5 for unqualified managers of petty schools (they are often the only stable source of income the unfortunate manager can look to); (*c*) the modification of the 'A' curriculum to meet the needs of *pôngyi* schools too good to be classed as 'B' schools, but unwilling or unable to teach 'modern' subjects like Geography, Elementary Science, Object Lessons, Kindergarten; (*d*) the reduction of the minimum of attendances required for presentation at examination from 250 to 200 or 150; and (*e*) the compilation of a manual of the procedure to be adopted by Sub and Deputy Inspectors in their relations with *pôngyis*. The first two recommendations can only be carried out when and as funds are available. As to the last I have called for detailed suggestions regarding the scope of the proposed manual. The other two suggestions I propose to adopt experimentally for certain classes of 'A' schools and after trial to report the results to Government with definite proposals if necessary.

CHAPTER XIII.

MANNERS, MORALS AND HYGIENE.

Hostels, Games and Drill.

Manners and morals of school population.

1. There seems nothing fresh to be said in regard to the manners and morals of the school population, at any rate in their general aspect. In Burma all 'public' schools (as defined in paragraph 4, Burma Education Code) are under the undivided control of the Education Department. As yet Institutions in this Province remain free from the worst evils and difficulties which beset Anglo-Vernacular schools in Bengal under the regime of the Calcutta University, and striking testimony to which has been made public in the report of the Bengal District Administration Committee of 1913-14. The year has been marked by no grave troubles, but five students had to be rusticated for a session from the Government College on account of various misdemeanours. The general tone and efficiency of the Government High School, Moulmein, sank to a somewhat low ebb during the year, but this was due rather to gross slackness exhibited by the then responsible members of the school staff than to deliberate misconduct on the part of the pupils. In February a new Principal in the Indian Educational Service arrived and is doing his best to retrieve the situation: disciplinary action is being taken with the more culpable of the members of the staff and it is hoped that the school will now improve and become worthy of its position as one of the most important Government schools in the Province. The Principal of the Government College thinks that the manners of Burmese students are less polished than they were 15 or 20 years ago. He attributes this to the fact that now-a-days students in the College and the High Schools are drawn from a greater variety of social strata than formerly.

Religious instruction in schools.

2. Religious instruction is now afforded in almost all Government schools. In Arakan the only religions for which facilities for instruction have been desired and provided are Buddhism and Islam. The lessons on Buddhism are very simple in character and comprise selections from the Mingalasutta and other standard Buddhist works dealing with morals and rules of conduct. Opportunities are taken therein to inculcate ideas of respect for parents, teachers, elders and

responsible authorities. Mahomedan pupils read the *Koran* and commit to memory passages embodying the cardinal principles of their faith. Discussions on doctrinal points are avoided. The teachers are mainly members of the school staff. Owing to an unfortunate misunderstanding, no religious instruction was given in the Government High School, Akyab, during the year. The Head Master's misapprehensions have been corrected and it is hoped that in future religious instruction on the lines sanctioned by Government will be duly provided. The Inspector of Schools, Meiktila Circle, reports that in all Government schools in his circle pupils (with the exception of Animists) are receiving religious instruction and that the effect has been to improve the tone of the schools and to render pupils more respectful. In regard to aided Anglo-Vernacular schools he points to the inevitable difficulties that ensue when attendance at Christian religious exercises or instruction is made compulsory in schools having a monopoly of Anglo-Vernacular education in a town or sub-district. Parents or guardians who object to such attendance and present in writing a request for exemption should obtain exemption without exposing their children or wards to any penalty or disability. He adds that in aided Lay Vernacular Schools moral or religious instruction is too often a mere sham. Pupils are said to get teaching of this kind daily between 7 a.m. and 9 a.m., but in practice they are left to themselves and simply learn by rote certain parts of the Buddhist scriptures. In Myingyan, however, certain *pôngyis* and the Deputy Inspector of Schools taking counsel together have arranged a definite course of moral and religious instruction for use in such schools. Efforts also are being made by Burmans interested in the matter to get Lay School pupils to attend at *kyaungs* on Burmese Sabbath days in order to receive instruction from the *pôngyis*. In Tenasserim the Inspector reports that it is the Anglo-Vernacular Burman school boy who would be the better for regular religious instruction. The Vernacular School boy has learnt something of the ideals of his religion before he leaves the vernacular standards and joins an Anglo-Vernacular School; there he is in danger of forgetting all that he has learnt. More than 200 monks are now assisting in religious instruction in Government and aided Lay Vernacular Schools in this circle. In Tavoy District alone has the priesthood been less ready to take action in this direction. The cause of this apathy is being investigated. The Inspector of Schools, Mandalay Circle, states that religious instruction has been introduced into all Government schools, many of which arrange for denominational instruction according to the religious communities represented in the school. The more important aided Vernacular Schools are also paying attention to this matter except in the Bhamo District. *Pôngyis* have been more willing to assist than in previous years. In the Irawaddy and Pegu Circles, religious instruction is also being carried out on the lines indicated by Government. It is to be regretted however that no provision for religious instruction was made at the Government High School, Rangoon. The reason for the omission is not obvious.

Hostels. Statement VIII.

3. Hostels for males now number 193 with 7,840 boarders as against 161 with 6,931 boarders in 1913-14. Government hostels have increased by 6 with 264 more inmates. In Arakan a new hostel is most urgently needed for the Government High School, Akyab, the present building having been condemned by the Superintending Engineer. A hostel is also badly needed at the Government High School, Bassein, where the old hostel was closed some time ago. In the dilapidated and insanitary condition of the existing buildings it is useless to attempt to restart the hostel on the present school premises.

Games.

4. School games are becoming better organised in Anglo-Vernacular Boy's Schools from year to year. Foot-ball is the most popular and regular competitions have been arranged both in Upper and Lower Burma. It is probable however that as a school sport the game suffers from these "leagues." Hockey and Cricket have also been tried; at the Government High School, Rangoon, the Cricket team has been successful, but speaking generally these games cannot be said to be popular with Burman schools. Hockey is probably too dangerous a game for an excitable temperament like the Burman and Cricket too slow. Boxing is still maintained at the Government High School, Rangoon, and a successful tournament was held in December 1914. The school cadet corps

belongs to "G" Company in the Rangoon Volunteer Rifles: this Company stood third in the competition for the Kirkman Finlay Cup. The staff and pupils contributed a very handsome sum to the Imperial War Fund. Better accommodation for school games has been secured for the Government schools at Tavoy and Kyaikto and the playing field of the Government High School, Moulmein, is at last being re-fenced. "Athletic Sports" in the narrower sense are popular everywhere and are often celebrated with much *eclat* thanks to the assistance of the local authorities.

Drill, etc.

5. Drill is now taken in 1,320 schools as against 1,165 schools in 1913-14. The number of schools however taking Gymnastics has declined by seven. On the other hand Girls' Schools taking Calisthenics have increased by 99. A new Manual of Drill and Physical exercises, adapted for schools in Burma by Mr. Cocks, Inspector of Schools, Pegu Circle, from the excellent Manual issued by the English Board of Education, has come into force. The methods indicated therein are those of Swedish Drill and provided that the book is intelligently studied and its directions energetically applied, ordinary class-teachers should be able to do much better in taking Drill than they have done in the past. On the other hand, even with this Manual, there is no doubt that in view of the want of physical training from which so many teachers in Burma suffer it will still be desirable, where funds permit, to employ special Instructors for physical exercises. The Inspector of Schools, Meiktila, finds that in actual practice a good deal of the drill or physical training is merely time wasted: this is no fault, he says, of the Manual but is due to the fact that no life or vigour is put into the exercises which are gone through too often in a merely mechanical and perfunctory way, the pupils being quite cool at the end of even 30 minutes' so-called "exercise." There is much truth in this complaint and Head Masters and Superintendents should impress on their teachers that in order to secure physical development, physical drill must be really an exercise and not a pretence.

Medical Inspection.

6. Matters which are closely bound up with the moral and physical tone of educational institutions are Hygiene and Medical Inspection. Under the orders of Government issued in 1912 the sanitary condition of schools in Burma was to be subjected to inspection by officers of the Medical or Sanitary Department. Rules to this end were formulated in consultation with the Sanitary Commissioner and, after sanction, were duly published in the Government Gazette in September 1912; they cover inspection not only of premises but of pupils. For purposes of inspection schools were classified as A (State), B (Aided): the former were to be visited as often as their other duties permitted (but not less than once a year) by Sanitary or Medical Officers who were to furnish the Director of Public Instruction through the Inspectors with notes of their inspections. Schools of Class B were to be visited only at the request or with the consent of Managers. In spite of the many other heavy demands upon their time and energies, Medical and Sanitary Officers have undertaken their new duties cheerfully and have furnished the department with much valuable advice. It is sad that so many of their recommendations especially those relating to latrines, urinals, drainage, etc., cannot be carried out simply for lack of funds. But even so their visits enforce upon apathetic or recalcitrant staffs necessary object lessons in school hygiene, especially as regard lighting, ventilation, seating and generally the maintenance of such hygienic standards as are feasible in the conditions given. The regulations regarding inspection were supplemented by a set of instructions regarding certain main conditions of school hygiene drawn up in February 1913 by the Sanitary Commissioner, of which printed copies have been distributed to heads of schools and Inspectors.

Recommendations of the Special Committee.

7. In 1913—15 a special Committee sat to consider the sanitary condition of schools. Its report was received in April 1915. It is based not merely on the ideas of particular members of the Committee but also upon the school Inspection reports and notes submitted by Medical and Sanitary Officers. The Report comments severely upon existing conditions, especially in regard to accommodation, lighting, drainage, latrines and urinals. It examines the existing type-plans for Government schools and finds them very defective. It also condemns the dormitory arrangements of many schools. On the other hand it

admits that the general health of pupils is good, that personal cleanliness of pupils inspected in Government schools is generally satisfactory and that schools are promoting the spread of vaccination. It recommends the adoption for Anglo-Vernacular schools of the following data (*inter alia*) as bases for calculating accommodation required. *Dormitories*: 75 to 100 square feet floor area per head; *Dining rooms*: 20 square feet floor area per head; *Latrines*: boarding schools, one seat to 20 pupils, day schools, one seat to 30 or even 50. *Play grounds*: one clear acre for every 50 pupils; *Class rooms*: 22·3 square feet floor area per head; height a minimum of 14 feet. It must be confessed that these requirements represent ideals for the practical execution of which neither Government nor aided Managers at present can supply the necessary funds.

Teaching of Hygiene and Physiology, etc.

8 The department has done a good deal to impress upon all classes of school managers the importance of hygiene as a school subject from both the physical and the moral standpoints. It is a compulsory subject in Anglo-Vernacular and European schools and is involved in the scheme of "object lessons" for vernacular schools, besides being often taken independently as an optional subject in "A" schools. The "Way to Health" has been revised and brought up to date, charts and instructions regarding malaria and mosquitos have been distributed to schools, circulars issued and courses of lectures arranged to emphasize the noxious effects of alcohol and tobacco and the moral and physical advantage of temperance and self-control, and the teaching of physiology has been encouraged even in Vernacular schools; but all this is on paper. The Burman pupil learns it by rote—much as he learns his moral precepts. Practical application is largely a thing apart and will remain so until we can render science a vital element in the training of our teachers and can provide schools with the scientific equipment required.

CHAPTER XIV.

FINANCE.

Expenditure on Education. Statements II and IV.

1. The total expenditure on Education in the Province amounted to Rs. 69,35,120 or roughly Rs. 7,80,000 more than in 1913-14. This total includes expenditure from Imperial grants which amounted to Rs. 11,99,000 in round figures. The net Provincial expenditure is only Rs. 17,71,428. Contributions from fees and 'Other sources' provide roughly Rs. 28,00,000 out of the total. Local funds provide a bare tenth and Municipal funds about $\frac{1}{15}$th of the total. Considerably more than half the expenditure is direct, the indirect expenditure amounting to about Rs. 26,00,000 or $4\frac{1}{2}$ lakhs more than in 1913-14. In direct expenditure by far the highest item is that for Secondary Schools which have taken up over Rs. 27,00,000. Under indirect expenditure, apart from 'Miscellaneous', the highest item is that for Buildings amounting to nearly $9\frac{1}{4}$ lakhs. Taking public and private funds together, the average expenditure per head of population is As. 9-1. The cost of education per pupil has been slightly reduced. All classes of pupils taken together, the average cost of educating a pupil is now Rs. 12 as against Rs. 12·3 in 1913-14. A Lower Primary pupil costs Rs. 2·6, secondary pupil Rs. 23·03, and a Collegiate student Rs. 332·3. In 1913-14 the corresponding figures were 2·8, 24·1, and 378·2.

Special Grants.

2. Under the Imperial grants the actual expenditure incurred by the Public Works Department in 1914-15 was Rs. 3,64,517.* The actual expenditure incurred by the Education Department on recurring and non-recurring items under the same head was Rs. 8,34,576. The Education Department expenditure included Building and Equipment grants for Anglo-Vernacular, European, and Vernacular Schools and recurring expenditure on Elementary Education for Boys, Girls' Education, Technical and Industrial Education, European and Anglo-Indian Education, Secondary Education—English and Vernacular, Collegiate and Training Institutions, Manual Training, and Oriental Studies.

J. G. COVERNTON, M.A., C.I.E.,
Director of Public Instruction, Burma.

* This excludes a sum of Rs. 1,530 which was intimated too late for inclusion in this report.

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(For details see General Table No. III.)

Area and Population.				Public Institutions.								Private Institutions.				
Total area in square miles.	Number of Towns and Villages.	Population.	Institutions and Scholars.	Collegiate Education.		School Education—General.			School Education—Special.		Total of Public Institutions.	Advanced.	Elementary.	Grand Total.	Percentage of	Remarks.
				Arts Colleges.	Professional Colleges.	Secondary Schools.	Upper Primary Schools.	Lower Primary Schools.	Training Schools.	All other special Schools.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
230,839	Towns 63	Males 6,183,494	Institutions for Males...	2	...	1,086	3,058	2,971	8	354	7,479	...	17,371	24,850	Institutions to number of towns and villages = 68·27.	
	Villages 37,678		Institutions for Females	...	...	122	367	373	4	2	868	...	48	916		
		Females 5,931,723	Total ...	2	...	1,208	3,425	3,344	12	356	8,347	...	17,419	25,766		
			Scholars Males...	565	...	85,625	97,462	64,459	464	4,048	252,623	...	185,075	437,698	Male scholars to male population of school-going age = 47·19.	
			Scholars Females	9	...	30,789	50,409	26,864	208	252	108,531	...	4,271	112,802	Female scholars to female population of school-going age = 12·66.	
	Total 37,741	Total 12,115,217														
			Total ...	574	...	116,414	147,871	91,323	672*	4,300	361,154	...	189,346	550,500		

The population of school-going age is taken at 15 per cent. of the whole population.

* This excludes 225 students from Elementary Training classes attached to certain schools.

GENERAL TABLE NO. II.—*Abstract Return of Expenditure on Public*
(For details, *vide*

—	Total direct expenditure on Public Instruction.						
	Collegiate education.		School Education—General.			School Education—Special.	
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Upper Primary Schools.	Lower Primary Schools.	Training Schools.	All other special Schools.
1	2	3	4	5	6	7	8
1. Institutions or— Males ...	Rs. 1,95,366	Rs. ...	Rs. 23,39,260	Rs. 7,95,695	Rs. 1,99,468	Rs. 1,58,558	Rs. 99,856
Females ...	...	...	3,63,753	1,09,466	40,485	25,034	5,228
Total ...	1,95,366	..	27,03,013	9,05,161	2,39,953	1,83,592	1,05,084
2. (*a*) Percentage of Provincial expenditure included in columns 2—18 to total Provincial expenditure on Public Instruction.	3·59	...	28·67	5·89	2·45	5·66	3·21
(*b*) Percentage of Local Fund expenditure included in columns 2—18 to total Local Fund expenditure on Public Instruction.	...	...	30·92	54·53	11·49	...	...
(*c*) Percentage of Municipal Fund expenditure included in columns 2—18 to total Municipal expenditure on Public Instruction.	...	...	70·46	14·90	2·11	...	...
(*d*) Percentage of total expenditure in columns 2—18 to total expenditure on Public Instruction.	2·82	...	38·97	13·05	3·46	2·65	1·52
3. Average annual cost of educating each pupil in—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government Institutions. Cost to Provincial Revenues.	192 14 7	...	31 13 2	20 12 11	...	331 2 10	347 3 1
Cost to Local and Municipal Funds.	...	...	...	...	...	...	...
Total cost ...	282 9 7	...	56 6 7	21 10 6	...	331 3 3	353 12 6
Local Fund Schools. Cost to Provincial Revenues.	...	...	...	...	...	...	...
Cost to Local Funds	...	...	17 14 7	17 13 4	...	...	...
Total cost ...	..	...	22 5 0	20 3 1	...	...	...
Municipal Schools. Cost to Provincial Revenues.	...	...	10 14 10	...	...	...	...
Cost to Municipal Funds.	...	...	3 15 2	...	...	...	...
Total cost ...	...	...	44 2 3	...	...	...	...
Institutions in Native States. Cost to Native State Revenues.	...	...	...	...	...	...	...
Cost to Local and Municipal Funds.	...	...	...	...	...	...	...
Total cost ...	...	...	...	...	...	...	...
Aided Institutions. Cost to Provincial Revenues.	89 8 10	...	4 9 0	1 1 9	0 12 9	156 15 6	5 15 1
Cost to Local and Municipal Funds.	...	...	4 15 7	3 0 3	0 15 8	...	...
Total cost ...	718 6 5	...	19 2 8	6 0 8	2 10 1	212 1 9	6 10 11
Unaided Institutions. Total cost ...	...	...	...	...	...	...	64 15 5
All Institutions. Cost to Provincial Revenues.	181 2 2	...	7 4 1	1 2 11	0 12 9	256 11 3	18 6 1
Cost to Local and Municipal Funds.	...	...	4 10 0	3 0 4	0 15 8	...	...
Total cost ...	332 4 1	...	23 0 5	6 1 11	2 10 0	280 4 8	20 4 0

Instruction in Burma for the official year 1914-15 (Chap. XIV, para. 1).
General Tables IV & VII.)

Total.	Total indirect expenditure on Public Instruction.								Total expenditure on Public Instruction.	Remarks.
	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.		
9	10	11	12	13	14	15	16	17	18	19
Rs. 37,88,203 5,43,966	Rs. ...	Rs. 91,524	Rs. 4,98,787	Rs. 73,220	Rs. 9,24,892	Rs. 54,788	Rs. 9,59,740	Rs. 26,02,951	Rs. 69,35,120	
43,32,169	...	91,524	4,98,787	73,220	9,24,892	54,788	9,59,740	26,02,951	69,35,120	
49·47	...	3·08	16·79	2·45	22·11	1·36	4·74	50·53	100·	
96·94	...	...	...	...	1·91	...	1·15	3·06	100·	
87·47	...	...	...	...	9·42	...	3·11	12·53	100·	
62·47	...	1·32	7·19	1·06	13·33	·79	13·84	37·53	100·	

Rs. A. P.	
50 11 3	
...	
75 12 1	Percentage of Provincial expenditure included in column 18 to total expenditure on Public Instruction = 42·83
...	
17 14 5	
22 0 9	Percentage of Local Fund expenditure included in column 18 to total expenditure on Public Instruction = 9·98
10 14 10	
3 15 2	
44 2 3	Percentage of Municipal expenditure included in column 18 to total expenditure on Public Instruction = 6·73
...	
...	
...	Percentage of expenditure from fees included in column 18 to total expenditure on Public Instruction = 28·56
2 4 2	
3 0 6	
9 6 3	Percentage of expenditure from all other sources included in column 18 to total expenditure on Public Instruction. = 11·90
64 15 5	Total ... 100·
4 0 11	
2 15 8	
11 15 6	

GENERAL TABLE NO. III.—*Return of Colleges, Schools and Scholars in Burma for the official* and 2; Chap. VI, para. 1; Chap. VII, para. 5; Chap. VIII, paras. 1 and 2;

Class of Institutions.	Under Public							
	Managed by Government.				Managed by District or Municipal Boards.			
	Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
Collegiate Education.								
Arts Colleges.								
English	1	507	521	469	...	...	...	...
Oriental	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.								
Law	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...
Total	1	507	521	469	...	...	...	...
School Education, General.								
Secondary Schools.								
For boys — High Schools	20*	5,879	6,085	5,693	...	...	...	...
For boys — Middle Schools — English	17	2,546	2,632	2,312	4§	549	557	565
For boys — Middle Schools — Vernacular	24	2,526	2,526	2,526	15	1,308	1,308	1,308
For girls — High Schools	...	...	...	...	...	...	...	...
For girls — Middle Schools — English	...	...	...	...	...	...	...	...
For girls — Middle Schools — Vernacular	5	476	476	476	...	...	...	...
Total	66	11,427	11,719	11,007	19	1,857	1,865	1,873
Upper Primary Schools.								
For boys	7	556	556	556	4	197	197	197
For girls	...	...	...	...	...	...	...	...
Total	7	556	556	556	4	197	197	197
Lower Primary Schools.								
For boys	1	41	41	41	...	...	...	...
For girls	1	20	20	20	...	...	...	...
Total	2	61	61	61	...	...	...	...
School Education, Special.								
Schools for Special Instruction.								
Training Schools for Masters	5	382	375	329	...	...	...	...
Training Schools for Mistresses	...	...	...	...	...	...	...	...
Schools of Arts	...	...	...	...	...	...	...	...
Law Schools	1	10	11	8	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...
Engineering and Surveying Schools	2	93	93	87	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...
Reformatory Schools	1	106	104	104	...	...	...	...
Other Schools ‡	...	...	...	...	...	...	...	...
Total	9	591	583	528	...	...	...	...
Total of Colleges and Schools of Public Instruction	85	13,142	13,440	12,621	23	2,054	2,062	2,070

* Includes three Government Vernacular High Schools with an attendance of 322

† Includes thirteen Vernacular High Schools with an attendance of 1,318.

year 1914-15 (Chap. I, paras. 1 and 2; Chap. III, para. 1; Chap. IV, paras. 1 and 3; Chap. V, paras. 1 and Chap. IX, para. 1; Chap. X, para. 1; and Chap. XII, paras. 1 and 2).

Public Institutions.

Management.				Under Private Management.							
Maintained by Native States.				Aided by Government, or by District or Municipal Boards.				Unaided.			
Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
10	11	12	13	14	15	16	17	18	19	20	21
...	...	...	...	1	67	67	66	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1	67	67	66	...	...	...	...
...	...	...	...	36†	10,187	10,464	9,582	...	...	...	...
...	...	...	...	68	10,426	10,865	9,681	...	...	...	...
...	...	...	...	902	70,430	70,430	70,430	...	...	...	...
...	...	...	...	14	2,775	2,701	2,455	...	...	...	...
...	...	...	...	14	1,834	1,860	1,693	...	...	...	...
...	...	...	...	89	7,478	7,478	7,478	...	...	...	...
...	...	...	...	1,123	103,130	103,798	101,319	...	...	...	...
...	...	...	...	3,047	129,363	129,374	129,242	...	...	...	...
...	...	...	...	367	17,755	17,752	17,713	...	...	...	...
...	..	...	...	3,414	147,118	147,126	146,955	...	...	...	...
...	...	...	...	2,970	79,448	79,447	79,446	...	...	..	...
...	...	...	...	372	11,814	11,814	11,814	...	...	...	...
...	...	...	...	3,342	91,262	91,261	91,260	...	...	...	...
...	...	...	...	3	147	140	133	...	...	...	...
...	...	...	...	4	143	140	133	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	3	223	214	209	...	...	...	...
...	...	...	...	...	...	...	...	2	184	84	104
...	...	...	...	...	...	...	...	...	...	...	...
..	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	347	3,684	3,684	3,684	...	...	...	...
...	...	...	...	357	4,197	4,178	4,159	2	184	84	104
...	...	...	...	8,237	345,774	346,430	343,759	2	184	84	104

‡ 347 Pâli schools prepared for the *Patamabyan* Examination.

§ Includes one District Cess Anglo-Vernacular School with an attendance of 66.

GENERAL TABLE NO. III.—*Return of Colleges, Schools and*

	Class of Institutions.	Grand total of Public Institutions.	Grand total of scholars on the 31st March.	Number of scholars on 31st March learning		
				English.	A classical language.	A vernacular language.
	1	22	23	24	25	26
Collegiate Education.	*Arts Colleges.*					
	English	2	574	562	443	61
	Oriental	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.					
	Law	...	...	...	...	...
	Medicine	...	...	...	...	...
	Engineering	...	...	...	...	...
	Teaching	...	...	...	...	...
	Agriculture	...	...	...	...	...
	Total	2	574	562	443	61
School Education, General.	*Secondary Schools.*					
	For boys — High Schools	56	16,066	14,264	4,662	14,883
	For boys — Middle Schools — English	89	13,521	13,480	2,690	11,294
	For boys — Middle Schools — Vernacular	941	74,264	...	32,809	73,119
	For girls — High Schools	14	2,775	2,658	387	1,148
	For girls — Middle Schools — English	14	1,834	1,790	44	1,464
	For girls — Middle Schools — Vernacular	94	7,954	...	2,311	7,811
	Total	1,208	116,414	32,192	42,903	109,719
	Upper Primary Schools.					
	For boys	3,058	130,116	966	51,814	125,565
	For girls	367	17,755	325	4,955	17,484
	Total	3,425	147,871	1,291	56,769	143,049
	Lower Primary Schools.					
	For boys	2,971	79,489	14	29,815	76,437
	For girls	373	11,834	...	2,919	11,678
	Total	3,344	91,323	14	32,734	88,115
School Education, Special.	*Schools for Special Instruction.*					
	Training Schools for Masters	8	529	228	246	396
	Training Schools for Mistresses	4	143	66	...	94
	Schools of Arts	...	...	...	...	...
	Law Schools	1	10	10	...	...
	Medical Schools	...	...	...	...	...
	Engineering and Surveying Schools	2	93	51	...	...
	Technical and Industrial Schools	3	223	97	...	183
	Commercial Schools	2	184	...	...	...
	Agricultural Schools	...	...	...	...	...
	Reformatory Schools	1	106	...	...	106
	Other Schools	347	3,684	...	3,684	...
	Total	368	4,972	452	3,930	779
	Total of Colleges and Schools of Public Instruction	8,347	361,154	34,511	136,779	341,723
Private Institutions...	1. Advanced teaching:— (*a*) Arabic or Persian	...	...	...	...	...
	(*b*) Sanskrit	...	...	...	...	...
	(*c*) Any other Oriental classics	...	...	...	...	...
	2. Elementary—teaching a Vernacular only or mainly. — For boys	17,000	179,110	19	95,353	168,517
	2. Elementary—teaching a Vernacular only or mainly. — For girls	45	830	...	439	830
	3. Elementary—teaching the Koran. — For boys	261	6,930	...	6,930	106
	3. Elementary—teaching the Koran. — For girls	1	32	...	22	...
	4. Other Schools not conforming to Departmental Standards. — For boys	110	2,122	166	2,055	67
	4. Other Schools not conforming to Departmental Standards. — For girls	2	322	200	122	200
	Total	17,419	189,346	385	104,921	169,720
	GRAND TOTAL	25,766	550,500	34,896	241,700	511,443

Scholars in Burma for the official year 1914-15—concluded.

Classification of scholars on the 31st March according to race or creed.								Number of girls in boys' schools.	Number of boys in girls' schools.
Europeans and Eurasians.	Native Christians.	Hindus.		Mahomedans.	Buddhists.	Parsis.	Others.		
		Brahmans.	Non-Brahmans.						
27	28	29	30	31	32	33	34	35	36
26	68	...	27	32	418	2	1	9	...
...	..	...	..	...	...	...	..	..	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	..
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	..	...	...	...	...
...	...	...	...	...	...	...	...	...	...
26	68	...	27	32	418	2	1	9	...
1,451	1,813	63	403	1,066	11,202	31	37	767	...
456	2,897	128	1,236	1,064	7,590	...	150	1,471	...
4	3,713	28	404	2,416	67,695	2	2	20,692	...
1,816	278	4	10	16	566	8	77	...	624
562	292	8	7	30	932	...	3	...	672
16	728	8	55	304	6,843	...	...	...	3,408
4,305	9,721	239	2,115	4,896	94,828	41	269	22,930	4,704
75	10,247	77	1,611	4,365	113,726	...	15	39,904	...
105	975	8	107	215	16,339	4	2	...	7,250
180	11,222	85	1,718	4,580	130,065	4	17	39,904	7,250
2	2,755	17	277	3,671	72,762	3	2	18,457	...
...	323	...	34	145	11,332	...	...	...	3,427
2	3,078	17	311	3,816	84,094	3	2	18,457	3,427
46	128	2	2	9	341	1	...	65	..
14	99	...	...	...	30	...	...	...	...
...	...	...	...	...	...	...	...	...	...
1	1	...	4	1	2	...	1	...	...
...	...	...	...	...	...	...	...	...	...
19	6	1	5	4	51	...	7	...	...
34	150	...	...	...	39	...	..	10	...
23	21	12	34	22	64	1	7	18	...
...	...	...	...	...	...	...	...	...	...
1	2	...	3	25	75	...	...	...	...
..	...	...	...	...	3,684	...	...	58	...
138	407	15	48	61	4,286	2	15	151	...
4,651	24,496	356	4,219	13,385	313,691	52	304	81,451	15,381
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	..	...	...	...	...	...	...
...	435	...	...	311	178,357	...	7	1,485	...
...	106	...	..	...	724	...	...	...	176
...	...	...	...	6,930	...	...	...	1,614	...
...	...	...	...	32	...	...	...	...	12
...	73	35	1,244	152	618	...	...	241	...
...	..	...	...	...	322	...	...	...	65
...	614	35	1,244	7,425	180,021	...	7	3,340	253
4,651	25,110	391	5,463	20,810	493,712	52	311	84,791	15,634

GENERAL TABLE NO. IIIA.—*Number of scholars on the 31st March, classified according to sex, race or creed.*

	Number of scholars on the 31st March, classified according to sex, race or creed.							
	Europeans and Eurasians.	Native Christians.	Hindus.		Mahomedans.	Buddhists.	Parsis.	Others.
			Brahmans.	Non-Brahmans.				
1	2	3	4	5	6	7	8	9
COLLEGIATE EDUCATION.								
Arts Colleges.								
English ... ... Male	25	61	...	27	32	417	2	1
Female	1	7	...	...	...	1	...	...
Oriental ... ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.								
Law ... ... Male	...	...	...	...	...	...	..	...
Female	...	...	...	...	...	...	...	...
Medicine ... ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Engineering ... ... Male	...	...	...	...	...	...	...	...
Female	..	...	...	...	...	...	...	...
Teaching ... ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Agriculture ... ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Total ...	26	68	...	27	32	418	2	1
SCHOOL EDUCATION, GENERAL.								
Secondary Schools.								
For boys—								
High ... ... Male	1,415	1,477	61	400	1,059	10,821	30	36
Female	36	336	2	3	7	381	1	1
Middle Schools—								
English ... ... Male	318	2,079	125	1,156	1,040	7,238	...	94
Female	138	818	3	80	24	352	...	56
Vernacular ... Male	4	2,246	20	323	1,993	48,982	2	2
Female	...	1,467	8	81	423	18,713	...	...
For girls—								
High ... ... Male	377	29	1	5	3	185	3	21
Female	1,439	249	3	5	13	381	5	56
Middle Schools—								
English ... ... Male	148	60	6	4	11	441	...	2
Female	414	232	2	3	19	491	...	1
Vernacular ... Male	3	86	6	26	171	3,116	...	...
Female	13	642	2	29	133	3,727	...	...
Total ...	4,305	9,721	239	2,115	4,896	94,828	41	269
Upper Primary Schools.								
For boys ... Male	41	5,874	57	1,251	3,247	79,734	..	8
Female	34	4,373	20	360	1,118	33,992	...	7
For girls ... Male	44	345	2	38	135	6,684	2	...
Female	61	630	6	69	80	9,655	2	2
Total ...	180	11,222	85	1,718	4,580	130,065	4	17
Lower Primary Schools.								
For boys ... Male	1	1,603	8	222	2,758	56,437	1	2
Female	1	1,152	9	55	913	16,325	2	...
For girls ... Male	...	114	...	16	52	3,245	...	...
Female	...	209	...	18	93	8,087	...	...
Total ...	2	3,078	17	311	3,816	84,094	3	2
SCHOOL EDUCATION, SPECIAL.								
Schools for Special Instruction.								
Training Schools ... Male	12	106	2	2	9	333	...	...
Female	48	121	...	...	...	38	1	...
Carried over ...	60	227	2	2	9	371	1	...

GENERAL TABLE NO. IIIA.—*Number of scholars on the 31st March, classified according to sex, race or creed*—concluded.

	Number of scholars on the 31st March, classified according to sex, race or creed.							
	Europeans and Eurasians.	Native Christians.	Hindus.		Mahomedans.	Buddhists.	Parsis.	Others.
			Brahmans.	Non-Brahmans.				
1	2	3	4	5	6	7	8	9
Brought forward ...	60	227	2	2	9	371	1	...
Schools for Special Instruction—concluded.								
School of Arts ... ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Law Schools ... .. Male	1	1	...	4	1	2	...	1
Female	...	...	...	...	...	...	...	...
Medical Schools ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Engineering and Surveying Schools. Male	19	6	1	5	4	51	...	7
Female	...	...	...	...	...	...	...	...
Industrial Schools ... Male	...	46	..	...	...	1	...	...
Female	34	104	...	...	...	38	...	..
Reformatory Schools ... Male	1	2	..	3	25	75	...	...
Female	...	...	...	...	...	...	..	...
Other Schools ... Male	...	...	...	...	...	3,626	...	...
Female	...	...	...	...	...	58	...	...
Commercial Schools ... Male	6	20	12	34	22	64	1	7
Female	17	1	...	...	...	...	...	...
Total ...	138	407	15	48	61	4,286	2	15
Total of Colleges and Schools of Public Instruction	4,651	24,496	356	4,219	13,385	313,691	52	304
Private Institutions.								
(1) Advanced teaching—								
(*a*) Arabic or Persian Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
(*b*) Sanskrit ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
(*c*) Any other Oriental classic. Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
(2) Elementary, Teaching a Vernacular only or mainly—								
For boys ... Male	...	259	..	...	224	177,135	...	7
Female	...	176	...	...	87	1,222	...	...
For girls ... Male	...	..	...	...	...	176	..	...
Female	...	106	...	...	...	548	...	...
(3) Elementary, Teaching the Koran only—								
For boys ... Male	...	...	...	...	5,316	...	...	...
Female	...	...	...	...	1,614	...	...	...
For girls ... Male	...	...	...	...	12	...	...	..
Female	...	...	...	...	20	...	...	...
(4) Other Schools not conforming to Departmental Standards—								
For boys ... Male	...	47	30	1,068	152	584	..	...
Female	...	26	5	176	...	34	...	...
For girls ... Male	...	...	...	...	...	65	...	...
Female	...	...	..	...	...	257	...	...
Total of Private Institutions ...	...	614	35	1,244	7,425	180,021	...	7
GRAND TOTAL ...	4,651	25,110	391	5,463	20,810	493,712	52	311

GENERAL TABLE NO. IIIB.—*Return of European Colleges, Schools and Scholars in Burma*

Class of Institutions.	Under Public							
	Managed by Government.				Managed by District or Municipal Boards.			
	Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
Arts Colleges.								
Collegiate Education. — English — For boys	...	...	..	...	...	...	...	....
Collegiate Education. — English — For girls	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...
Secondary Schools.								
School Education, General. — For boys — High Schools, English	...	1	188	180	188	...	...	...
School Education, General. — For boys — Middle Schools, English	...	...	...	...	...	...	...	..
School Education, General. — For girls — High Schools, English	...	...	...	...	...	...	...	...
School Education, General. — For girls — Middle Schools, English	...	...	...	...	...	...	...	...
Total	...	1	188	180	188	..	...	...
Upper Primary Schools.								
School Education, General. — For boys	...	...	...	...	...	...	...	...
School Education, General. — For girls	...	...	...	...	...	...	...	...
Lower Primary Schools.								
School Education, General. — For boys	...	...	...	...	...	...	...	...
School Education, General. — For girls	...	...	...	...	...	...	...	...
Total	...	..	..	...	...	..	...	...
Schools for Special Instruction.								
School Education, Special. — Industrial Schools (girls)	...	...	...	..	...	...	..	...
School Education, Special. — Other Schools (girls)	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...
Total of Public Institutions	...	1	188	180	188	...	...	...
Private Institutions	...	...	...	...	...	...	...	...
Total of Private Institutions	...	...	...	..	...	...	...	...
GRAND TOTAL	...	1	188	180	188	...	...	...

for the official year 1914-15 (Chap. I, para. 2; Chap. IV, para. 1; and Chap. IX, para. 1).

Public Institutions.

Management.				Under Private Management.							
Managed by Native States.				Aided by Government or by District or Municipal Boards.				Unaided.			
Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
10	11	12	13	14	15	16	17	18	19	20	21
...	...	...	...	...	...	...	...	...	...	...	...
...	...	..	...	..	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	..	...	...	...
...	...	...	...	5	1,296	1,258	1,133	...	...	...	...
...	...	...	...	4	543	513	475	...	...	...	...
...	...	...	..	11	2,020	1,956	1,784	...	...	...	...
...	...	...	...	5	565	577	501	...	...	...	...
...	...	...	...	25	4,424	4,304	3,893	...	...	...	...
...	...	...	...	2	76	68	55	...	...	...	...
...	...	...	...	2	112	101	95	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	..	...	..	...	...	...	...	...
...	...	...	...	4	188	169	150	...	...	...	...
...	...	...	...	1	36	36	34	...	...	...	...
...	...	...	...	...	...	..	...	...	...	...	...
...	...	...	...	1	36	36	34	...	...	...	...
...	...	...	...	30	4,648	4,509	4,077	...	...	...	...
...	...	...	...	...	...	..	...		...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	30	4,648	4,509	4,077	...	...	...	...

GENERAL TABLE NO. IIIB.—*Return of European Colleges, Schools and*

Class of Institutions.			Grand total of Institutions.	Grand total of scholars on the 31st March.	Number of scholars on the 31st March learning		
					English.	A classical language.	A vernacular language.
1			22	23	24	25	26
	Arts Colleges.						
Collegiate Education.	English	For boys	...	...	...	...	...
		For girls	...	...	...	...	...
		Total ...	..	...	...	...	...
	Secondary Schools.						
School Education, General.	For boys	High Schools, English	6	1,484	1,481	314	1,014
		Middle Schools, English	4	543	543	27	136
	For girls	High Schools, English	11	2,020	2,020	387	393
		Middle Schools, English	5	565	565	44	206
		Total ...	26	4,612	4,609	772	1,749
	Upper Primary Schools.						
	For boys		2	76	76	...	41
	For girls		2	112	112	...	...
	Lower Primary Schools.						
	For boys		...	...	...	...	...
	For girls		...	...	...	...	...
		Total ...	4	188	188	...	41
	Schools for Special Instruction.						
School Education, Special.	Industria Schools (girls)		1	36	36	...	...
	Other Schools (girls)		...	...	...	...	...
		Total ...	1	36	36	...	...
		Total of Public Institutions ...	31	4,836	4,833	772	1,790
Private Institutions			...	...	...	...	...
		Total of Private Institutions ...	...	...	...	...	...
		GRAND TOTAL ...	31	4,836	4,833	772	1,790

Scholars in Burma for the official year 1914-15—concluded.

Classification of scholars on the 31st March according to race or creed.								Number of girls in boys' schools.	Number of boys in girls' schools.
Europeans and Eurasians.	Native Christians.	Hindus.		Mahomedans.	Buddhists.	Parsis.	Others.		
		Brahmans.	Non-Brahmans.						
27	28	29	30	31	32	33	34	35	36
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
1,295	36	...	12	25	67	23	26	29	...
381	9	3	...	8	18	...	124	188	...
1,805	35	4	3	4	84	8	77	...	430
529	7	1	1	9	16	...	2	...	138
4,010	87	8	16	46	185	31	229	217	568
61	1	...	...	1	1	...	12	37	...
103	2	...	...	...	3	4	...	...	49
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
164	3	...	...	1	4	4	12	37	49
30	6	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
30	6	...	...	...	...	...	...	...	...
4,204	96	8	16	47	189	35	241	254	617
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	..	...
4,204	96	8	16	47	189	35	241	254	617

GENERAL TABLE NO. IV.—*Return of Expenditure on Public Instruction*

Objects of expenditure.	Public						
	Under Public						
	Managed by Government.						
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate Education.							
Arts Colleges.							
English	1,00,507	...	...	46,726	...	...	1,47,233
Oriental	..	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.							
Law	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...
Agriculture	...	...	..	...	...	...	..
Total	1,00,507	...	..	46,726	...	...	1,47,233
School Education—General.							
Secondary Schools.							
For boys — High Schools	2,12,131	...	...	2,09,476	...	...	4,21,607
For boys — Middle Schools — English	90,358	...	..	70,931	...	...	1,61,289
For boys — Middle Schools — Vernacular	61,949	...	..	6,448	...	...	68,397
For girls — High Schools	...	...	...	...	...	...	...
For girls — Middle Schools — English	...	...	..	...	...	...	...
For girls — Middle Schools — Vernacular	8,495	...	...	1,296	...	...	9,791
Total	3,72,933	...	...	2,88,151	...	...	6,61,084
Upper Primary Schools.							
For boys	11,570	...	...	472	...	...	12,042
For girls	...	...	...	...	...	...	...
Total	11,570	...	...	472	...	...	12,042
Lower Primary Schools.							
For boys	...	...	...	...	...	...	...
For girls	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Total Primary Schools	11,570	...	...	472	...	...	12,042
School Education—Special.							
Schools for Special Instruction.							
Training Schools for Masters	1,24,191	...	...	11	..	...	1,24,202
Training Schools for Mistresses	..	...	...	...	..	...	...
Schools of Art	...	...	...	...	...	...	...
Law Schools	4,674	...	...	1,326	...	...	6,000
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools	48,828	...	...	45	...	...	48,873
Technical and Industrial Schools	...	..	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...
Reformatory Schools	18,714	...	...	..	...	...	18,714
Other Schools	...	...	...	...	...	...	...
Total	1,96,407	...	...	1,382	...	...	1,97,789
Buildings	(a)3,99,554	...	...	...	...	...	3,99,554
Furniture and apparatus (*special grants only*)	...	...	...	...	...	...	...
Total	3,99,554	...	...	...	...	...	3,99,554
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges	...	..	...	..	...	...	...
Medical Colleges	...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	..	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Upper Primary Schools	...	...	...	...	...	...	...
Lower Primary Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	..
Total	...	...	...	...	...	...	...
Total Expenditure on Public Instruction	10,80,971	...	...	3,36,731	...	...	14,17,702

(a) Exclusive of expenditure on

n Burma for the official year 1914-15 (Chap. XIV, para. 1).

Institutions.

Management.

Managed by District or Municipal Boards.							Managed by Native States.						
Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native States revenues.	Local funds raised in Native States.	Municipal funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...

GENERAL TABLE NO. IV.—*Return of Expenditure on Public*

Objects of expenditure.	Public						
	Under Private						
	Aided by Government or by District or Municipal Boards.						
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	23	24	25	26	27	28	29
Collegiate Education.							
Arts Colleges.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
English	6,000	...	...	5,937	...	36,196	48,133
Oriental	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.							
Law	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...
Total ...	6,000	...	...	5,937	...	36,196	48,133
School Education—General.							
Secondary Schools.							
For boys — High Schools	1,06,192	5,273	1,06,687	3,08,115	16,141	85,914	6,28,322
For boys — Middle Schools — English ...	1,17,418	1,693	1,02,260	2,66,208	39,231	22,226	5,49,045
For boys — Middle Schools — Vernacular	1,24,839	1,72,925	76,385	80,862	2,101	1,201	4,58,313
For girls — High Schools	75,292	...	12,492	97,265	4,550	11,324	2,00,923
For girls — Middle Schools — English ...	25,796	...	14,918	45,595	4,601	4,072	94,982
For girls — Middle Schools — Vernacular	23,819	9,577	14,151	8,042	1,539	929	58,057
Total ...	4,73,356	1,89,468	3,26,902	8,06,087	68,163	1,25,666	19,89,642
Upper Primary Schools.							
For boys	1,26,543	3,49,248	59,963	1,36,619	26,701	80,601	7,79,675
For girls	36,915	24,756	9,576	23,971	6,501	7,747	1,09,466
Total ...	1,63,458	3,74,004	69,539	1,60,590	33,202	88,348	8,89,141
Lower Primary Schools.							
For boys	59,895	68,458	7,182	39,392	9,315	15,226	1,99,468
For girls	12,950	11,081	2,675	7,122	2,711	3,946	40,485
Total ...	72,845	79,539	9,857	46,514	12,026	19,172	2,39,953
Total Primary Schools ...	2,36,303	4,53,543	79,396	2,07,104	45,228	1,07,520	11,29,094
Schools for Special Instruction.							
School Education—Special.							
Training Schools for Masters ...	23,141	...	...	...	1,200	10,015	34,356
Training Schools for Mistresses ...	20,810	...	...	329	2,280	1,615	25,034
Schools of Art	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	2,796	...	...	...	...	2,869	5,665
Commercial Schools ...	...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...	...	...
Reformatory Schools ...	...	...	...	...	...	...	...
Other Schools	20,375	...	...	...	...	...	20,375
Total ...	67,122	...	...	329	3,480	14,499	85,430
Buildings	2,57,190	3,776	3,114	...	...	2,10,965	4,75,045
Furniture and apparatus (special grants only)...	40,260	...	...	...	...	14,528	54,788
Total ...	2,97,450	3,776	3,114	...	...	2,25,493	5,29,833
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in							
Arts Colleges	...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...	...
Other Professional Colleges ...	...	...	...	...	...	...	...
Secondary Schools ...	...	...	...	...	...	...	...
Upper Primary Schools ...	...	...	...	...	...	...	...
Lower Primary Schools ...	...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...	...
Miscellaneous.	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction ...	10,80,231	6,46,787	4,09,412	10,19,457	1,16,871	5,09,374	37,82,132

(*b*) Exclusive of expenditure on Survey Schools.
(*c*) Rupees 437 represents the cost of the American Baptist Mission Bghai-Karen School for Boys at Toungoo the balance is the cost of Girls' School.

Instruction in Burma for the official year 1914-15—concluded.

Institutions.				Total expenditure from						
Management.										
Unaided.										
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	All other sources.		Total.
								Private.	Public.	
30	31	32	33	34	35	36	37	38	39	40
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	1,06,507	...	...	52,663	36,196	...	1,95,366
...	...	...	...	...	...	...	...	..	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1,06,507	...	...	52,663	36,196	...	1,95,366
...	...	...	...	3,18,323	5,273	1,06,687	5,17,591	1,02,055	...	10,49,929
...	...	...	...	2,13,120	6,629	1,04,200	3,53,420	61,457	...	7,38,826
...	...	...	...	1,86,788	1,92,636	76,385	91,394	3,302	...	5,50,505
...	...	...	...	75,292	...	12,492	97,265	15,874	...	2,00,923
...	...	...	...	25,796	...	14,918	45,595	8,673	...	94,982
...	...	...	...	32,314	9,577	14,151	9,338	2,468	...	67,848
...	...	...	...	8,51,633	2,14,115	3,28,833	11,14,603	1,93,829	...	27,03,013
...	...	...	...	1,38,113	3,52,761	59,963	1,37,556	1,07,302	...	7,95,695
...	...	...	...	36,915	24,756	9,576	23,971	14,248	...	1,09,466
...	...	...	...	1,75,028	3,77,517	69,539	1,61,527	1,21,550	...	9,05,161
...	...	...	...	59,895	68,458	7,182	39,392	24,541	...	1,99,468
...	...	...	...	12,950	11,081	2,675	7,122	6,657	...	40,485
...	...	...	...	72,845	79,539	9,857	46,514	31,198	...	2,39,953
...	...	...	...	2,47,873	4,57,056	79,396	2,08,041	1,52,748	...	11,45,114
...	...	...	...	1,47,332	...	...	11	11,215	...	1,58,558
...	...	...	...	20,810	...	...	329	3,895	...	25,034
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	4,674	...	...	1,326	...	...	6,000
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	(*b*) 48,828	...	...	45	...	...	48,873
...	...	...	...	2,796	...	...	...	2,869	...	(*c*) 5,665
5,457	...	...	5,457	...	...	...	5,457	...	...	5,457
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	18,714	...	...	...	...	...	18,714
...	...	...	...	20,375	...	...	...	...	...	20,375
5,457	...	...	5,457	2,63,529	...	...	7,168	17,979	...	2,88,676
...	...	...	...	6,56,744	13,243	43,940	...	2,10,965	...	9,24,892
...	...	...	...	40,260	...	...	...	14,528	...	54,788
...	...	...	...	6,97,004	13,243	43,940	...	2,25,493	...	9,79,680
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	91,524	...	...	...	...	...	91,524
...	...	...	...	4,98,787	...	...	...	...	...	4,98,787
...	...	...	...	10,608	...	...	...	80	...	10,688
...	...	..	...	11,556	...	...	...	...	..	11,556
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	31,762	...	...	...	...	...	31,762
...	...	...	...	13,094	...	...	...	...	...	13,094
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	(*d*) 5,881	...	...	...	239	...	6,120
...	...	...	...	(*e*) 1,40,763	7,950	14,511	5,97,263	1,99,253	...	9,59,740
...	...	...	...	8,03,975	7,950	14,511	5,97,263	1,99,572	...	16,23,271
(*f*) 5,457	...	...	5,457	29,70,521	(*g*) 6,92,364	(*h*) 4,66,680	19,79,738	8,25,817	...	69,35,120

(*d*) Exclusive of Survey Scholarships.
(*e*) Includes expenditure on Hostels or Boarding-houses.
(*f*) Fees from Commercial Schools.
(*g*) Inclusive of Rs. 88,072 being Provincial contribution to District Cess Funds for educational purposes.
(*h*) Inclusive of Rs. 43,547 being Provincial contribution to Municipalities for educational purposes.

GENERAL TABLE NO. IV (A).—*Return of Expenditure on European Colleges*

Objects of expenditure.	Public						
	Under Public						
	Managed by Government.						
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.							
Collegiate Education. — English — For boys	...	...	...	...	...	...	...
Collegiate Education. — English — For girls	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Secondary Schools.							
School Education—General. — For boys — High Schools, English	25,365	...	...	9,215	...	...	34,580
School Education—General. — For boys — Middle Schools, English	...	...	...	...	...	...	...
School Education—General. — For girls — High Schools, English	...	...	...	...	...	...	...
School Education—General. — For girls — Middle Schools, English	...	...	...	...	...	...	...
Total	25,365	...	...	9,215	...	...	34,580
Upper Primary Schools.							
School Education—General. — For boys	...	...	...	...	...	...	...
School Education—General. — For girls	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Lower Primary Schools.							
School Education—General. — For boys	...	...	...	...	...	...	...
School Education—General. — For girls	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Schools for Special Instruction.							
School Education—Special. — Industrial Schools	...	...	...	...	...	...	...
School Education—Special. — Other Schools	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Buildings	81,791	...	...	...	...	...	81,791
Furniture and apparatus (special grants only)	...	...	...	...	...	...	...
Total	81,791	...	...	...	...	...	81,791
Scholarships. — Arts Colleges	...	...	...	...	...	...	...
Scholarships. — Secondary Schools	...	...	...	...	...	...	...
Scholarships. — Primary Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Total Expenditure on European Colleges and Schools	1,07,156	...	...	9,215	...	...	1,16,371

and Schools in Burma for the official year 1914-15.

Institutions.

Management.

Managed by District or Municipal Boards.							Managed by Native States.						
Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native States revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	..	...	...	...	...	...	...
...	...	...	...	...	...	...	...

GENERAL TABLE NO. IV (A).—*Return of Expenditure on European Colleges*

Objects of expenditure.	Public						
	Under Private						
	Aided by Government or by District or Municipal Boards.						
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	23	24	25	26	27	28	29
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.							
Collegiate Education. — English — For boys	...	..	...	...	...	...	...
Collegiate Education. — English — For girls	...	...	...	...	...	...	...
Collegiate Education. — English — Total	...	...	...	...	...	...	...
Secondary Schools.							
School Education—General. — For boys — High Schools, English	45,802	...	...	46,317	1,944	38,162	1,32,225
School Education—General. — For boys — Middle Schools, English	16,915	..	1,758	18,834	1,950	1,600	41,057
School Education—General. — For girls — High Schools, English	70,352	...	...	77,060	2,074	10,909	1,60,395
School Education—General. — For girls — Middle Schools, English	15,653	...	2,160	14,534	2,840	2,675	37,862
School Education—General. — Total	1,48,722	...	3,918	1,56,745	8,808	53,346	3,71,539
Upper Primary Schools.							
School Education—General. — For boys	1,648	...	...	2,133	400	...	4,181
School Education—General. — For girls	2,592	...	...	3,612	426	180	6,810
School Education—General. — Total	4,240	...	...	5,745	826	180	10,991
Lower Primary Schools.							
School Education—General. — For boys	...	...	..	...	...	...	...
School Education—General. — For girls	...	...	...	...	...	...	...
School Education—General. — Total	...	...	...	...	...	...	..
Schools for Special Instruction.							
School Education—Special. — Industrial Schools	2,134	...	...	...	...	2,869	5,003
School Education—Special. — Other Schools	...	...	...	...	...	...	...
School Education—Special. — Total	2,134	...	...	...	...	2,869	5,003
Buildings	1,71,807	...	...	...	...	1,71,807	3,43,614
Furniture and apparatus (special grants only)	4,229	...	...	...	...	4,229	8,458
Total	1,76,036	...	...	...	...	1,76,036	3,52,072
Scholarships. — Arts Colleges	...	...	...	...	...	...	...
Scholarships. — Secondary Schools	...	...	...	...	...	...	...
Scholarships. — Primary Schools	...	...	...	...	...	...	..
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Total Expenditure on European Colleges and Schools.	3,31,132	...	3,918	1,62,490	9,634	2,32,431	7,39,605

and Schools in Burma for the official year 1914-15—concluded.

Institutions.										
Management.				Total expenditure from						
Unaided.										
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	All other sources.		Grand Total.
								Private.	Public.	
30	31	32	33	34	35	36	37	38	39	40
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...		...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	71,167	...	...	55,532	40,106	...	1,66,805
...	...	...	...	16,915	...	1,758	18,834	3,550	...	41,057
...	...	...	...	70,352	...	...	77,060	12,983	...	1,60,395
...	...	...	...	15,653	...	2,160	14,534	5,515	...	37,862
...	...	...	...	1,74,087	...	3,918	1,65,960	62,154	...	4,06,119
...	...	...	...	1,648	...	...	2,133	400	...	4,181
...	...	...	...	2,592	...	...	3,612	606	...	6,810
...	...	...	...	4,240	...	...	5,745	1,006	...	10,991
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	2,134	...	..	...	2,869	...	5,003
...	...	...	...	...	...	...	...	...	...	...
...	...	..	...	2,134	...	...	...	2,869	...	5,003
...	...	...	...	2,53,598	...	...	...	1,71,807	...	4,25,405
...	...	...	...	4,229	...	..	...	4,229	...	8,458
...	...	...	...	2,57,827	...	...	...	1,76,036	...	4,33,863
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	18,968	...	...	...	...	...	18,968
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	17,913	...	...	1,89,723	15,055	...	2,22,691
...	...	...	...	36,881	...	...	1,89,723	15,055	...	2,41,659
...	...	...	...	4,75,169	...	3,918	3,61,428	2,57,120	...	10,97,635

GENERAL TABLE NO. V.—*Return of the stages of Instruction of Pupils in Public Schools for General*

Class of Schools.			Number of schools.	Number of pupils on the rolls on the 31st March.	High stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle stage), but have not passed the Matriculation Examination.			Middle stage. Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed the Lower Secondary (Middle stage).		
					1			2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.										
For boys	Government	English ...	34	8,103	880	6	886	2,949	15	2,964
		Vernacular	27	2,848	17	...	17	388	51	439
	District Boards	English ...	1	66	...	...	...	19	...	19
		Vernacular	15	1,308	...	...	...	206	4	210
	Municipal	English ...	3	483	...	...	...	163	1	164
		Vernacular	...	...	...	...	...	...	...	...
	Native States	English ...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided	English ...	91	19,295	1,046	37	1,083	6,279	399	6,678
		Vernacular	915	71,748	65	...	65	6,188	575	6,763
	Unaided	English ...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
Total ...			1,086	103,851	2,008	43	2,051	16,192	1,045	17,237
For girls	Government	English ...	...	...	...	...	...	...	...	...
		Vernacular	5	476	...	...	...	...	31	31
	District Boards	English ...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Municipal	English ...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Native States	English ...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided	English ...	28	4,609	1	174	175	66	853	919
		Vernacular	89	7,478	...	...	...	218	194	412
	Unaided	English ...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
Total ...			122	12,563	1	174	175	284	1,078	1,362
Total, Secondary Schools ...			1,208	116,414	2,009	217	2,226	16,476	2,123	18,599
UPPER PRIMARY SCHOOLS.										
For boys	Government		7	556	...	...	...	...	...	...
	District Boards		4	197	...	...	...	...	...	...
	Municipal		...	...	...	...	...	...	...	...
	Native States		...	...	...	...	...	...	...	...
	Aided		3,047	129,363	...	...	...	...	...	...
	Unaided		...	...	...	...	...	...	...	...
Total ...			3,058	130,116	...	...	...	...	...	...
Carried over ...			3,058	130,116	...	...	...	...	...	...

Education in Burma for the official year 1914-15 (Chap. IV, para. 1 and Chap. VIII, para. 1).

Upper Primary stage.			Lower Primary stage.						Total		
Comprising all pupils who have passed the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Comprising all pupils who have not passed beyond the Lower Primary stage.								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
2,784	54	2,838	1,332	83	1,415	...	...	...	7,945	158	8,103
528	115	643	1,164	585	1,749	...	...	...	2,097	751	2,848
47	...	47	...	...	...	...	...	...	66	..	66
292	39	331	587	180	767	...	...	...	1,085	223	1,308
227	...	227	92	...	92	..	...	...	482	1	483
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	..	...	...	...
...	...	...	...	...	...	...	...	..	...	...	...
6,222	694	6,916	3,881	737	4,618	...	...	...	17,428	1,867	19,295
12,009	2,628	14,637	33,556	16,727	50,283	...	...	...	51,818	19,930	71,748
...	...	...	...	...	...	...	...	...	...	..	...
...	...	...	...	...	...	...	...	...	...	...	...
22,109	3,530	25,639	40,612	18,312	58,924	...	...	...	80,921	22,930	103,851
...	...	...	...	...	...	...	...	...	...	...	...
2	69	71	55	319	374	...	...	...	57	419	476
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
347	925	1,272	882	1,361	2,243	...	...	...	1,296	3,313	4,609
633	701	1,334	2,500	3,232	5,732	...	...	...	3,351	4,127	7,478
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
982	1,695	2,677	3,437	4,912	8,349	...	...	...	4,704	7,859	12,563
23,091	5,225	28,316	44,049	23,224	67,273		...	...	85,625	30,789	116,414
80	4	84	347	125	472	...	...	...	427	129	556
25	10	35	97	65	162	...	...	...	122	75	197
...	...	...	...	...	...	...	...	...	...	...	...
...	...	..	...	...	...	...	...	...	...	...	...
17,124	4,248	21,372	72,539	35,452	107,991	...	...	...	89,663	39,700	129,363
...	...	...	...	...	...	...	...	...	...	...	...
17,229	4,262	21,491	72,983	35,642	108,625	...	...	...	90,212	39,904	130,116
17,229	4,262	21,491	72,983	35,642	108,625	...	...	..	90,212	39,904	130,116

GENERAL TABLE NO. V.—*Return of the stages of Instruction of Pupils in Public*

Class of Schools.	Number of schools.	Number of pupils on the rolls on the 31st March.	High stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle stage), but have not passed the Matriculation Examination. 1			Middle stage. Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed the Lower Secondary (Middle stage). 2		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
Brought forward ...	3,058	130,116	...	...	...	...		...
UPPER PRIMARY SCHOOLS—concld								
For girls: Government ...	...	...	...	...	...	...	...	...
For girls: District Boards ..	...	...	...	...	...	...	..	...
For girls: Municipal ...	...	...	...	...	...	...	...	...
For girls: Native States ...	...	...	...	...	...	...	...	...
For girls: Aided ...	367	17,755	...	...	...	...	...	...
For girls: Unaided ...	...	...	...	...	...	...	...	...
Total ...	367	17,755	...	...	...	...	...	...
Total, Upper Primary Schools ...	3,425	147,871	...	...	...	...	...	...
LOWER PRIMARY SCHOOLS.								
For boys: Government ...	1	41	...	...	...	...	...	...
For boys: District Boards ...	...	...	...	...	...	...	...	...
For boys: Municipal ...	...	...	...	...	...	...	...	...
For boys: Native States ...	...	...	...	...	...	...	...	...
For boys: Aided ...	2,970	79,448	...	...	...	...	...	...
For boys: Unaided ...	...	...	...	...	...	...	...	...
Total ...	2,971	79,489	...	...	...	...	...	...
For girls: Government ...	1	20	...	...	...	...	...	...
For girls: District Boards ...	..	...	...	...	...	...	...	...
For girls: Municipal ...	...	...	...	...	...	...	...	...
For girls: Native States ...	...	...	...	...	...	...	...	..
For girls: Aided ...	372	11,814	...	...	...	...	...	...
For girls: Unaided ...	...	...	...	...	...	...	...	...
Total ...	373	11,834	...	..	...	...	..	...
Total, Lower Primary Schools ...	3,344	91,323	...	...	...	...	...	...
Total, Lower and Upper Primary Schools	6,769	239,194	...	...	...	...	...	...
GRAND TOTAL ...	7,977	355,608	2,009	217	2,226	16,476	2,123	18,599

Schools for General Education in Burma for the official year 1914-15—concluded.

Upper Primary stage.			Lower Primary stage.						Total.		
Comprising all pupils who have passed the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Comprising all pupils who have not passed beyond the Lower Primary stage.								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
17,229	4,262	21,491	72,983	35,642	108,625	..	...	...	90,212	39,904	130,116
...	...	...	...	...		...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	..	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
1,081	1,337	2,418	6,169	9,168	15,337	...	...	...	7,250	10,505	17,755
...	...	...		...	...	...	...	...	...	...	...
1,081	1,337	2,418	6,169	9,168	15,337	...	...	...	7,250	10,505	17,755
18,310	5,599	23,909	79,152	44,810	123,962	...	...	...	97,462	50,409	147,871
...	...	...	7	34	41	...	...	...	7	34	41
...	...	...	...	..	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	..	...	...	...	...	...	...	...	...	...	...
...	...	...	61,025	18,423	79,448	...	...	...	61,025	18,423	79,448
...	...	...	...	...	...	...	...	...	...	...	...
...	..	...	61,032	18,457	79,489	...	...	...	61,032	18,457	79,489
...	...	...	...	20	20	...	...	...	...	20	20
...	...	...	...	...		...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...		...	...	...	...	...	...
...	...	...	3,427	8,387	11,814	...	...	...	3,427	8,387	11,814
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	3,427	8,407	11,834	...	...	...	3,427	8,407	11,834
...	...	...	64,459	26,864	91,323	...	...	...	64,459	26,864	91,323
18,310	5,599	23,909	143,611	71,674	215,285	..	...	...	161,921	77,273	239,194
41,401	10,824	52,225	187,660	94,898	282,558	...	...	...	247,546	108,062	355,608

GENERAL TABLE NO. VA.—*Return of the stages of Instruction of Pupils in Public European Schools*

Class of Institutions.	Number of schools.	Number of pupils on the rolls on the 31st March.	High stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle stage), but have not passed the Matriculation Examination.			Middle stage. Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (Middle stage).		
			1			2		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.								
For boys Government ...	1	188	21	...	21	88	...	88
For boys Aided ...	9	1,839	110	1	111	555	29	584
Total ...	10	2,027	131	1	132	643	29	672
For girls Government ...	...	...	...	...	...	...	...	...
For girls Aided ...	16	2,585	1	136	137	13	531	544
Total ...	16	2,585	1	136	137	13	531	544
Total Secondary Schools ...	26	4,612	132	137	269	656	560	1,216
UPPER PRIMARY SCHOOLS.								
For boys Government ...	...	...	...	...	...	...	...	...
For boys Aided ...	2	76	...	...	...	...	...	...
Total ...	2	76	...	...	...	...	...	...
For girls Government ...	...	...	...	...	...	...	...	...
For girls Aided ...	2	112	...	...	...	...	...	...
Total ...	2	112	...	...	...	...	...	...
LOWER PRIMARY SCHOOLS.								
For boys Government ...	...	...	...	...	...	...	...	...
For boys Aided ...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...
For girls Government ...	...	...	...	...	...	...	...	...
For girls Aided ...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...
Total Primary Schools ...	4	188	...	...	...	...	...	...
GRAND TOTAL ...	30	4,800	132	137	269	656	560	1,216

for General Education in Burma for the official year 1914-15 (Chap. IV, para. 1).

Upper Primary stage.			Lower Primary stage.						Total.		
Comprising all pupils who have passed the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Comprising all pupils who have not passed beyond the Lower Primary stage.								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
45	...	45	34	...	34	...	...	...	188	...	188
469	59	528	488	128	616	...	..	...	1,622	217	1,839
514	59	573	522	128	650	...	...	...	1,810	217	2,027
...	...	...	..	...	...	...	...	...	...	...	...
55	480	535	499	870	1,369	...	...	...	568	2,017	2,585
55	480	535	499	870	1,369	...	...	...	568	2,017	2,585
569	539	1,108	1,021	998	2,019	...	...	...	2,378	2,234	4,612
...	...	...	...	...	...	...	...	...	...	...	
9	13	22	30	24	54	..	...	...	39	37	76
9	13	22	30	24	54	...	.	...	39	37	76
...	...	...	...	...	...	...	...	...	...	...	...
7	15	22	42	48	90	...	...	...	49	63	112
7	15	22	42	48	90	...	...	...	49	63	112
...	...	..	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	..	...	...	.	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...		...	...	...	..	...	...	...	...	...	...
16	28	44	72	72	144	...	...	...	88	100	188
585	567	1,152	1,093	1,070	2,163	...	...	..	2,466	2,334	4,800

GENERAL TABLE NO. VI.—*Return showing the results of prescribed examinations in Burma during*

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students and teachers.	Total.
1	2	3	4	5	6	7	8	9	10
ARTS COLLEGES—									
1. Master of Arts	...	...	...	...	...	...	...	1	1
2. Bachelor of Arts	1	1	...	2	69	6	...	4	79
3. Bachelor of Science	1	...	...	1	3	...	...	...	3
4. Bachelor of Teaching	...	...	...	...	...	...	...	...	...
5. First B. A.	...	..	...	...	...	...	..	...	...
5. First B.Sc.	..	..	...	...	...	...	...	..	...
5. Intermediate Arts	1	1	...	2	138	33	...	32	203
5. Intermediate Science	1	...	...	1	21	...	...	...	21
5. Previous examinations	...	...	...	...	...	...	...	...	...
ORIENTAL COLLEGES—									
1. Master of Oriental Learning	...	...	...	...	...	...	..	...	...
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit	...	...	...	...	...	...	...	...	...
3. Honours in Arabic	...	...	..	...	...	...	...	...	...
3. Honours in Persian	...	...	...	...	...	...	...	...	...
3. Honours in Urdu	...	...	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...
4. High Proficiency in Arabic	...	...	...	...	...	...	...	...	...
4. High Proficiency in Persian	...	...	...	...	...	...	...	...	...
4. High Proficiency in Urdu	...	..	...	...	...	...	...	...	...
5. Proficiency in Sanskrit	...	...	...	...	...	...	...	...	..
5. Proficiency in Arabic	...	...	...	...	...	...	...	...	...
5. Proficiency in Persian	...	...	...	...	...	...	...	...	...
5. Proficiency in Urdu	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING—									
Law—									
1. Doctor of Law	...	...	...	...	...	...	...	...	...
2. Bachelor of Law	...	...	...	...	...	...	...	...	...
Medicine—									
1. M.D.	...	...	...	...	...	...	...	...	...
2. M.B.	...	...	...	...	...	...	...	...	...
3. L.M.S.	...	...	...	...	...	...	...	...	...
4. First M.B.	...	..	...	...	...	...	...	...	...
4. First L.M.S.	...	...	...	...	...	...	...	...	...
Engineering—									
1. M.C.E.	...	...	...	...	...	...	...	..	...
2. B.C.E.	...	...	...	...	...	...	...	...	...
3. L.C.E.	...	...	...	...	...	...	...	...	...
4. First L.C.E.	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...
Schools for General Education—									
1. Matriculation ... For boys	5	9	...	14	204	212	...	25	441
1. Matriculation ... For girls	...	1	...	1	...	6	...	1	7
2. High School Examination for Europeans. For boys	1	5	...	6	6	24	...	4	34
2. High School Examination for Europeans. For girls	...	5	...	5	...	29	...	...	29
3. Middle English Examination ... For boys	37	91	...	128	2,727	6,128	...	33	8,888
3. Middle English Examination ... For girls	...	28	...	28	..	809	...	...	809
4. Middle Vernacular Examination ... For boys	42	909	...	951	621	6,224	...	1,007	7,852
4. Middle Vernacular Examination ... For girls	5	80	...	85	31	396	...	...	427
5. Upper Primary Examination ... For boys	89	3,894	...	3,983	3,726	36,990	...	64	40,780
5. Upper Primary Examination ... For girls	5	462	...	467	60	4,415	...	...	4,475
6. Lower Primary Examination ... For boys	88	5,717	...	5,805	3,539	138,460	...	...	141,999
6. Lower Primary Examination ... For girls	5	728	...	733	232	23,788	...	...	24,020
7. Public Service Certificate Examination. ... English / Vernacular	...	...	...	...	...	...	...	34	34
8. Teachers' Examination for students outside Training Schools.	39	1,198	...	1,237	49	1,440	...	11	1,500
Schools for Special Education—									
1. Training School Examinations for Masters. Upper	8	5	...	13	200	108	...	...	308
1. Training School Examinations for Masters. Lower	5	4	...	9	49	28	...	...	77
2. Training School Examinations for Mistresses Upper	...	4	...	4	...	34	...	...	34
2. Training School Examinations for Mistresses Lower	...	5	...	5	...	37	...	...	37
3. Schools of Arts Examination	...	...	...	...	...	...	...	...	...
4. Vernacular Medical Examination	...	...	...	...	...	...	...	...	...
5. Examination in Engineering	1	...	...	1	51	...	...	...	5
6. Examination in Surveying	...	...	...	...	...	...	...	...	...
7. Industrial School Examination	...	...	...	...	...	...	...	...	...
8. Commercial School Examination	...	...	...	...	...	...	...	...	...
9. Agricultural School Examination	...	...	...	...	...	...	...	...	...
10. Sanskrit Title School Examination	...	...	...	...	...	...	...	...	...
11. Madrasa Central Examination	...	...	...	...	...	...	...	...	...
12. Other Schools' Examination	...	...	...	...	...	...	...	...	...
Anglo-Vernacular High School Final Examination. For Boys	10	10	...	20	200	140	...	24	364
Anglo-Vernacular High School Final Examination. For Girls	...	...	...	...	...	...	...	2	2

the official year 1914-15 (Chap. III, paras. 2 and 5; Chap. IV, para. 4; Chap. VIII, para. 3; and para. 2).

Number passed.					Race or creed of passed scholars.							
							Hindus.					
Institutions under Public management.	Aided institutions.	Other institutions.	Private students and teachers.	Total.	Europeans and Eurasians.	Native Christians.	Brahmans.	Non-Brahmans.	Mahomedans.	Buddhists.	Parsis.	Others.
11	12	13	14	15	16	17	18	19	20	21	22	23
..	...	...	1	1	1	...	...	...	...	...	...	...
47	3	...	2	52	1	7	...	...	3	41	...	...
1	...	...	...	1	1	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
80	23	...	18	121	14	16	...	1	2	86	1	1
13	...	...	...	13	2	3	...	1	...	6	...	1
...	..	...	...	..	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	..
...	...	...	...	...	...	...	...	...	...	...	...	..
...	...	...	...	...	...	..	...	...	..	...	...	...
...	...	...	...	...	...	...	...	...	...

GENERAL TABLE NO. VII.—*Return showing the distribution of Local Fund and*

Objects of expenditure.				In Institu			
				Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1				2	3	4	5
	Arts Colleges.						
Collegiate Education	English			...	...	...	...
	Oriental			...	...	...	...
	Colleges or Departments of Colleges for Professional Training.						
	Law			...	...	...	...
	Medicine			...	...	..	...
	Engineering			...	...	...	...
	Teaching			...	...	...	...
	Agriculture			...	...	...	...
			Total ...	...	...	...	...
	Secondary Schools.						
School Education—General.	For boys	High Schools ...	...	...	...	...	...
		Middle Schools English ...	...	1	66	68	61
		Middle Schools Vernacular	...	15	1,308	1,308	1,308
	For girls	High Schools ...	...	...	...	...	...
		Middle Schools English ...	...	...	...	...	...
		Middle Schools Vernacular	...	.	...	...	...
			Total ...	16	1,374	1,376	1,369
	Upper Primary Schools.						
	For boys		...	4	197	197	197
	For girls		...	...	...	...	...
			Total ...	4	197	197	197
	Lower Primary Schools.						
	For boys		...	...	...	...	...
	For girls		...	...	...	...	...
			Total ...	...	...	...	...
	Schools for Special Instruction.						
School Education—Special.	Training Schools for Masters ...		...	...	...	...	...
	Training Schools for Mistresses		...	...	...	...	...
	Schools of Art		...	...	...	...	...
	Law Schools		...	...	...	...	...
	Medical Schools		...	...	...	...	...
	Engineering and Surveying Schools		...	...	...	...	...
	Technical and Industrial Schools		...	...	...	...	...
	Commercial Schools		...	...	...	...	...
	Agricultural Schools		...	...	...	...	...
	Other Schools	Professional Schools	...	...	...	...	...
		Miscellaneous	...	...	...	...	...
			Total ...	...	...	...	...
	Inspection.						
Scholarships held in	Arts Colleges		...	...	...	...	...
	Medical Colleges		...	...	...	...	...
	Other Professional Colleges		...	...	...	...	...
	Secondary Schools ...		...	...	...	...	...
	Upper Primary Schools		...	...	...	...	...
	Lower Primary Schools		...	...	...	...	...
	Medical Schools		...	...	...	...	...
	Technical and Industrial Schools		...	...	...	...	...
	Other Special Schools		...	...	...	...	...
Buildings			...	...	...	...	...
Furniture and apparatus (special grants only)			...	...	...	...	...
Miscellaneous			...	...	...	...	...
			Total ...	...	...	...	...
			GRAND TOTAL ...	20	1,571	1,573	1,566

Municipal Expenditure on Public Instruction in Burma for the official year 1914-15.

Expenditure of Local Fund Boards on Public Instruction.										
tions managed by District Boards.							In Institutions managed by			Total District Fund expenditure on Public Instruction.
Provincial revenues.	District funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or associations.	
6	7	8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...

GENERAL TABLE NO. VII.—*Return showing the distribution of Local Fund and Municipal*

Objects of expenditure.			Expenditure of Municipal						
			In Institutions managed						
			Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues	Municipal funds.	District funds.
1			17	18	19	20	21	22	23
							Rs.	Rs.	Rs.
	Arts Colleges.								
	English		...	...	...	...	...	...	...
	Oriental		...	...	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.								
Collegiate Education.	Law		...	...	...	...	...	...	...
	Medicine		...	...	...	...	...	...	...
	Engineering		..	...	...	..	...	...	...
	Teaching		...	...	...	..	...	...	...
	Agriculture		...	...	...	...	...	...	...
	Total ...		...	...	...	...	...	...	...
	Secondary Schools.								
	For boys — High Schools		...	...	...	...	...	...	...
	For boys — Middle Schools — English		3	483	489	504	5,344	1,931	...
	For boys — Middle Schools — Vernacular		...	...	...	...	...	...	...
	For girls — High Schools		...		...	..	...	...	...
	For girls — Middle Schools — English ...		...	...	...	...	...	...	...
	For girls — Middle Schools — Vernacular...		...	...	...	...	...	...	...
	Total ...		3	483	489	504	5,344	1,931	...
School Education—General.	*Upper Primary Schools.*								
	For boys		...	...	...	...	...	...	...
	For girls		...	...	...	...	...	...	...
	Total ..		...	...	...	...	...	...	...
	Lower Primary Schools.								
	For boys		...	...	...	..	...	...	...
	For girls		...	...	..	...	..	...	...
	Total ..		...	...	...	...		...	...
	Schools for Special Instruction.								
	Training Schools for Masters		...	...	...	...	...	...	...
	Training Schools for Mistresses ...		...	...	...	...	...	...	...
	Schools of Art		..	...	...	...	...	...	...
	Law Schools		...	...	...	...	...	...	...
	Medical Schools		..	...	...	...	...	...	...
School Education—Special.	Engineering and Surveying Schools ...		...	...	...	..	...	...	...
	Technical and Industrial Schools ...		...	...	...	...	...	...	...
	Commercial Schools		...	...	..	...	...	...	...
	Agricultural Schools		...	...	..	...	..	..	...
	Other Schools — Professional Schools ...		...	...	...	...	...	...	...
	Other Schools — Miscellaneous ...		...	...	...	...	...	...	...
	Total ...		...	...	...	...	..	...	...
	Inspection.								
	Arts Colleges		...	...	...	...		...	...
	Medical Colleges		...	...	...	...		...	...
	Other Professional Colleges		...	...	...	...	...	...	...
	Secondary Schools		...	...	...	...	...		..
Scholarships held in	Upper Primary Schools		...	...	...	...	.	...	..
	Lower Primary Schools		...	...	...	..	...	...	...
	Medical Schools		...	...	..	...	...	..	...
	Technical and Industrial Schools ...		...	...		...	...	...	...
	Other Special Schools		...	...	..	...	...	...	...
Buildings			...	...	...	...	...	40,826	...
Furniture and apparatus (special grants only) ...			...	...	...	...	...	...	...
Miscellaneous			...	...	...	. .	...	...	...
Total ...			...	...	...	..	...	40,826	..
GRAND TOTAL ...			3	483	489	504	5,344	42,757	...

Expenditure on Public Instruction in Burma for the official year 1914-15—concluded.

Boards on Public Instruction.									
by Municipal Boards.				In Institutions managed by					
Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	District Boards.	Private persons or associations.	Total Municipal expenditure on Public Instruction.	Total expenditure of Local Fund and Municipal Boards on Public Instruction.	Remarks.
24	25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
..	...	.	...	...	...	..	...	...	
...	...	..	..	...	...	.	...	...	
...	...	...	...	...	...	...	...	...	
...	...	..	...	...	..	...	...	...	
...	...	..	...	...	...	...	...	...	
...	...	...	...	...	...	1,06,687	1,06,687	1,11,960	
14,311	...	...	21,586		...	1,02,269	1,04,200	1,10,829	
...	...	...	...	...	...	76,385	76,385	2,69,021	
...	...	...	...	...	...	12,492	12,492	12,492	
..	...	...	...	...	...	14,918	14,918	14,918	
...	...	...	...	...	...	14,151	14,151	23,728	
14,311	...	...	21,586	...	...	3,26,902	3,28,833	5,42,948	
...	...	...	...	...	...	59,963	59,963	4,12,724	
...	...	...	...	...	...	9,576	9,576	34,332	
...	...	...	...	...	...	69,539	69,539	4,47,056	
...	...	...	...	...	...	7,182	7,182	75,640	
...	...	...	...	...	...	2,675	2,675	13,756	
...	...	...	...	...	...	9,857	9,857	89,396	
...	...	...	..	...	...	...	...	..	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
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...	...	...	...	...	...	...	...	...	
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...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	..	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	40,826	...	...	3,114	43,940	57,183	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	5,97,263	5,97,263	6,11,774	
...	...	.	40,826	...	...	6,00,377	6,41,203	6,68,957	
14,311	...	...	62,412	...	...	10,06,675	10,49,432	17,48,357	

GENERAL TABLE NO. VIII.—*Return showing the Attendance and Expenditure in Hostels or Boarding-Houses for the official year* 1914-15 (Chap. XIII, para. 3).

Class of hostels or boarding-houses.	Number of		Number of boarders who are students of					Expenditure from				
	Hostels or boarding-houses.	Boarders.	Arts Colleges.	Secondary Schools.	Upper Primary Schools.	Lower Primary Schools.	Special Schools.	Provincial Revenues.	Local and Municipal Funds.	Subscriptions and endowments.	Fees.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13
For Males.								Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government ...	23	1,118	228	446	123	54	267	16,600	...	725	1,38,662	1,70,987
Managed by Local or Municipal Boards.	..	...	...	...	...	...	...	...	...	...	...	...
Aided by Government or by Local or Municipal Boards.	125	4,861	34	2,336	1,500	975	16	13,937	8,436	57,766	2,68,638	3,48,777
Unaided	45	1,861	...	788	645	428	...	...	...	37,695	...	37,695
Total ...	193	7,840	262	3,570	2,268	1,457	283	30,537	8,436	96,186	4,22,300	5,57,459

Class of hostels or boarding-houses.	Number of		Number of boarders who are students of					Expenditure from				
	Hostels or boarding-houses.	Boarders.	Arts Colleges.	Secondary Schools.	Upper Primary Schools.	Lower Primary Schools.	Special Schools.	Provincial Revenues.	Local and Municipal Funds.	Subscriptions and endowments.	Fees.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13
For Females.								Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government ...	...	...	...	...	...	...	...	...	...	...	...	...
Managed by Local or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	...
Aided by Government or by Local or Municipal Boards.	71	2,984	..	980	896	806	302	35,720	5,964	69,163	1,74,963	2,85,810
Unaided	...	...	...	..	...	...	...	...	...	...	...	...
Total ...	71	2,984	...	980	896	806	302	35,720	5,964	69,163	1,74,963	2,85,810
Grand Total ...	264	10,824	262	4,550	3,164	2,263	585	66,257	14,400	1,65,349	5,97,263	8,43,269

GENERAL TABLE NO. IX.—*Number and*

		In Primary Schools.					In Middle Schools.				
		Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.
1		2	3	4	5	6	7	8	9	10	11
In schools for Indians.	Teachers of Vernacular — Trained	17	..	...	1,076	...	153	...	...	1,016	...
	Teachers of Vernacular — Untrained	...	...	...	8,468	...	26	...	....	1,912	...
	Teachers of Vernacular — Total	17	...	...	9,544	...	179	...	...	2,928	...
	Anglo-Vernacular Teachers and Teachers of Classical Languages — Trained	133	...	10	387	...	118	...	7	273	..
	Anglo-Vernacular Teachers and Teachers of Classical Languages — Untrained	50	...	7	127	...	26	...	..	55	...
	Anglo-Vernacular Teachers and Teachers of Classical Languages — Total	183	...	17	514	...	144	..	7	328	...
	Anglo-Vernacular Teachers and Teachers of Classical Languages — Possessing a degree	..	...	...	2	...	4	...	...	33	...
	Anglo-Vernacular Teachers and Teachers of Classical Languages — Possessing no degree	183	...	17	512	..	140	...	7	295	...
	Anglo-Vernacular Teachers and Teachers of Classical Languages — Total	183	...	17	514	..	144	...	7	328	...
In schools for Europeans.	Schools for Europeans — Trained	3	...	...	89	...	1	...	...	51	..
	Schools for Europeans — Untrained	1	...	...	53	...	4	...	...	24	...
	Schools for Europeans — Total	4	..	...	142	...	5	...	....	75	...
	Schools for Europeans — Possessing a degree	...	...	...	7	...	...	.	..	9	...
	Schools for Europeans — Possessing no degree	4	...	...	135	...	5	...	...	66	..
	Schools for Europeans — Total	4	...	...	142	...	5	...	...	75	..
	GRAND TOTAL OF ALL TEACHERS	204	...	17	10,200	...	328	...	7	3,331	...

qualifications of Teachers, 1914-15.

In High Schools.					In Colleges.					Total.
Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	
12	13	14	15	16	17	18	19	20	21	22
24	...	...	43	...	...	...	...	...	...	2,329
2	...	...	18	...	...	...	...	...	...	10,426
26	...	...	61	...	...	...	...	...	...	12,755
39	...	...	49	...	...	...	...	..	...	1,016
21	...	...	13	...	21	...	...	12	...	332
60	...	..	62	...	21	...	...	12	...	1,348
11	...	...	33	...	17	...	...	12	...	112
49	...	...	29	..	4	...	...	...	..	1,236
60	...	...	62	...	21	...	...	12	...	1,348
1	...	...	30	...	...	...	...	...	...	175
2	...	...	3	...	...	...	...	...	...	87
3	...	...	33	...	...	...	...	...	..	262
2	...	...	7	...	...	...	...	...	...	25
1	...	...	26	...	...	...	...	...	...	237
3	...	...	33	...	...	...	...	.	..	262
89	...	...	156	...	21	...	...	12	...	14,365

GENERAL TABLE NO. X.—*Classification by ages*, 1914-15.

Statement showing Pupils in European Schools on the 31st March 1915, *classified by ages.*

Ages.	Infants.	Primary.				Middle.			High.			Total.
		I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	
1	2	3	4	5	6	7	8	9	10	11	12	13
Below 5 ...	99	16	...	...	...	...	...	...	...	...	...	115
5 to 6 ...	236	38	1	..	...	...	...	...	...	...	...	275
6 to 7 ...	234	103	9	...	...	...	...	...	...	...	...	346
7 to 8 ...	154	187	82	2	...	...	...	...	...	...	...	425
8 to 9 ...	59	171	158	57	3	1	...	...	...	...	...	449
9 to 10 ...	20	101	154	111	41	2	...	...	...	..	...	429
10 to 11 ...	8	46	111	135	107	40	...	...	...	...	...	447
11 to 12 ...	1	27	60	90	143	71	12	...	...	...	...	404
12 to 13 ...	2	18	27	86	106	122	43	12	2	...	...	418
13 to 14 ...	2	4	19	74	66	92	86	53	2	...	..	398
14 to 15 ...	1	4	3	21	55	95	89	90	22	6	2	388
15 to 16 ...	...	1	5	9	31	61	60	100	32	16	8	323
16 to 17 ...	...	...	1	3	10	32	40	59	25	32	16	218
17 to 18 ...	...	.	1	1	1	9	15	22	20	16	20	105
18 to 19 ...	...	...	...	...	...	1	...	7	6	11	16	41
19 to 20 ...	...	...	...	...	...	...	1	1	...	...	14	16
Over 20 ...	...	...	...	...	..	...	...	...	...	...	3	3
Total ...	816	716	631	589	563	526	346	344	109	81	79	
Totals ...	816	2,499				1,216			269			4,800

Statement showing Pupils in Anglo-Vernacular Schools on the 31st March 1915, *classified by ages.*

Ages.	Primary.				Middle.			High.			Arts Colleges affiliated to Universities.*						Total.
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	1	2	3	4	5	6	
Below 5 ...	95	2	...	...	...	...	...	...	...	...	...	...	...	...	...	.	97
5 to 6	432	38	3	...	...	.	...	...	...	...	...	..	...	...	...	...	473
6 to 7 ..	542	182	46	2	...	..	...	...	...	...	...	...	...	...	...	...	772
7 to 8 ...	651	280	185	12	...	.	.	...	...	...	...	...	...	...	...	...	1,128
8 to 9 ...	468	582	463	199	9	...	...	...	...	...	...	.	...	...	...	...	1,721
9 to 10 ...	382	436	814	456	27	...	.	...	...	...	...	..	...	...	...	...	2,115
10 to 11 ..	279	520	997	540	121	18	1	...	...	...	...	...	...	...	...	...	2,476
11 to 12 ...	142	388	880	971	334	156	7	...	.	...	..	...	...	...	..	...	2,878
12 to 13 ..	86	291	798	822	565	181	53	6	.	...	...	...	..	...	...	...	2,802
13 to 14 ...	56	168	599	947	603	353	165	27	6	14	...	...	.	...	...	...	2,938
14 to 15 ...	21	93	331	791	668	503	323	66	29	...	...	..	...	...		...	2,825
15 to 16 ...	6	48	177	630	633	580	388	99	67	24	...	...	..	...	...	...	2,652
16 to 17 ...	3	18	76	337	397	438	472	144	112	62	..	...	...	...	...	...	2,059
17 to 18 ...	2	2	29	322	329	395	460	165	171	76	11	..	...	...	..	...	1,962
18 to 19 ...	1	4	8	33	136	227	316	140	85	169	20	5	..	...	...	...	1,150
19 to 20 ...	...	1	1	27	52	126	240	75	54	108	43	30	3	...	...	...	760
Over 20 ...	...		...	11	30	59	163	46	55	69	151	184	48	79	...	...	895
Total ...	3,166	3,053	5,407	6,100	3,904	3,036	2,588	774	579	522	225	219	51	79	...	...	
Totals ...	17,726				9,528			1,875			574				...		29,703

* Excluding Training Colleges.

GENERAL TABLE NO. X.—*Classification by ages*, 1914-15—concluded.

Statement showing Pupils in Vernacular Schools on the 31st March 1915, classified by ages.

Ages.	Infants.	Primary.				Middle.			High.		Total.
		I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	
1	2	3	4	5	6	7	8	9	10	11	12
Below 5 ...	10,636	1,094	2	...	...	..	...	...	...	...	11,732
5 to 6 ...	29,246	8,717	835	5	...	...	...	...	...	...	38,803
6 to 7 ...	28,037	19,364	4,078	144	6	...	...	...	...	...	51,629
7 to 8 ...	13,308	20,868	7,800	1,857	67	...	...	...	...	...	43,900
8 to 9 ...	6,250	18,829	9,662	3,464	702	9	...	...	...	...	38,916
9 to 10 ...	3,753	14,208	15,826	4,465	1,445	104	2	...	...	...	39,803
10 to 11 ...	3,156	10,658	8,401	5,430	2,007	352	43	3	...	...	30,050
11 to 12 ...	1,443	7,246	6,419	4,511	2,564	341	138	5	...	...	22,667
12 to 13 ...	905	5,157	3,603	3,257	2,448	748	322	58	...	...	16,498
13 to 14 ...	432	2,721	2,027	1,558	1,015	576	432	127	2	...	8,890
14 to 15 ...	323	1,693	3,105	1,333	1,328	675	436	221	5	...	9,119
15 to 16 ...	221	858	1,548	494	659	510	385	272	10	2	4,959
16 to 17 ...	117	301	637	209	222	298	331	273	10	1	2,399
17 to 18 ...	86	83	357	93	113	217	231	202	15	2	1,399
18 to 19 ...	12	31	32	42	53	131	72	144	13	3	533
19 to 20 ...	2	15	25	21	24	17	38	64	10	2	218
Over 20 ...	2	25	22	16	14	5	16	57	6	1	164
Total ...	97,929	111,868	64,379	26,899	12,667	3,983	2,446	1,426	71	11	...
Totals ...	97,929	215,813				7,855			82		321,679

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G. B. C. P. O.—No. 45, D. P. I., 5-11-1915—780—T. V.

FOURTH QUINQUENNIAL REPORT

ON

PUBLIC INSTRUCTION IN BURMA

FOR THE YEARS 1907-08 to 1911-12

RANGOON

OFFICE OF THE SUPERINTENDENT, GOVERNMENT PRINTING, BURMA

1912

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RESOLUTION

ON THE

FOURTH QUINQUENNIAL REPORT OF PUBLIC INSTRUCTION IN BURMA

FOR THE YEARS 1907-08 TO 1911-12.

Extract from the Proceedings of the Government of Burma in the Education Department, No. 6E.-119, dated the 4th November 1912.

READ—

The Report of the Director of Public Instruction for the five years ending 1911-12.

The Report of the Educational Syndicate for the year 1911-12.

RESOLUTION.—The preceding quinquennium was described as one of change and advance in every department of education. During the period now under review further effect was given to the main principles and features of educational policy which were laid down by the Government of India as a result of the Simla Conference; and though progress, considered numerically, was not so rapid as in the preceding five years, it was at least normal, while there was a marked general improvement in efficiency. Future progress will depend chiefly on financial considerations. The province will not be able for many years to increase the present rate of annual expenditure on education which, in spite of severe financial depression, is now higher than at the close of the previous quinquennium: and though District and Municipal Funds may be able to contribute somewhat more liberally than they do at present, hope for the future centres in the ability of the Imperial Government to aid provincial revenues with generous grants. They have already, in March 1911, allotted a sum of 8 lakhs, to be expended principally on buildings and equipment; and in addition this province's share of the 50 lakhs grant for the improvement of popular education, which was announced by His Majesty the King-Emperor at the Coronation Durbar at Delhi, amounted to $2\frac{1}{2}$ lakhs. It has been estimated that a capital expenditure of 10 lakhs per annum for several years and an annual recurring expenditure which at the end of three years will not be less than 20 lakhs are needed in order to bring every branch of education in Burma up to the standard which the Government of India have set before them. It is clear that such expenditure is far beyond the means of a province which has many other urgent claims to meet.

Collegiate Education.—There was a marked increase in the numbers of students, both at the Government College and at the Baptist College, who are reading for a University examination. The teaching staff at both institutions has been strengthened and better buildings have been provided. The percentage of successes also shows an improvement. Both Colleges still remain affiliated to the Calcutta University, whose readiness to modify its regulations in order to meet

the peculiar needs and circumstances of this province the Lieutenant-Governor gratefully acknowledges. Nevertheless, the connection with Calcutta is not a wholly satisfactory arrangement; and the question of establishing a separate University for Rangoon has again come to the front. Sir Harvey Adamson's opinion is that Burma ought eventually to have a University of its own; but he is not satisfied that higher education is at present hampered by the connection with Calcutta, and he considers that there is therefore no immediate urgency about the matter. If a University is to be established, it must be one worthy in every respect of the province, adequately staffed, housed and equipped. Such a project will cost a large sum, and in view of many more urgent claims there is no prospect whatever of provincial funds being available to meet this expenditure. The Secretary of State has, however, recently announced that the Government of India propose to establish Universities at various centres, of which Rangoon is one. The scheme is therefore being examined on the assumption that the whole cost will be met from Imperial revenues. Without such aid, it must be indefinitely postponed.

Secondary Education.—The number of Secondary Anglo-Vernacular schools for boys rose from 82 to 104, and the pupils from 18,524 to 21,722. A more noticeable increase occurred in the case of Secondary Vernacular schools for boys, but these figures must be discounted considerably, since the great majority of pupils were in the primary stages, and the rise in their numbers must therefore be credited to primary education.

An important movement is the change which is taking place in the management of secondary Anglo-Vernacular schools. Government has now accepted in greater measure the responsibility for maintaining such schools. In 1907, there were 4 Anglo-Vernacular High schools and 7 Anglo-Vernacular Middle schools for boys managed by Government. At the close of the quinquennium the numbers were 9 and 18. In 1907, the policy which Government had in view was to provide one Government High school at least in each Division, and similar institutions at certain other centres of importance. There were at the close of the period under review Government High schools at the headquarters of two out of the four Divisions in Upper and Lower Burma respectively, at Taunggyi, and at the headquarters of four Lower Burma districts. In addition there were 7 Government Anglo-Vernacular Middle schools in Upper Burma and 11 in Lower Burma. It has also been decided to take over the Municipal High schools at Bassein and Akyab, and this project will be carried into effect as soon as funds permit. The Lieutenant-Governor's object now is to provide at least one Government High school in each Upper Burma Division and a Government Middle school at the headquarters of each Upper Burma district. In Lower Burma, with its greater wealth and population, the aim of Government is to provide a High school in each district and Middle schools wherever there may be a demand for them. It is obvious that these proposals cannot be carried out without considerable expenditure on buildings, staff and equipment; while the provision of trained teachers will also cost large sums in Normal schools, stipends, scholarships and the like.

Primary Education of Boys.—The number of male pupils in the primary stages of public schools (which include registered *kyaungs*) shows an increase of 20,000, and amounted at the end of the period under review to 125,000. In private

institutions, the bulk of which are unregistered *kyaungs*, the total amounted to about 171,000, a figure which probably does not represent the full number of such pupils. In other words, considerably more than half the boys now receiving primary instruction attend monastic schools, the managers of which refuse to accept registration and to submit to the slight degree of control by the Education Department which registration connotes. In this fact lies the root of the problem of elementary instruction in Burma. In almost every village of any importance there is a monastery and in the majority of these monasteries the little boys of the neighbourhood learn their letters. Some proceed afterwards to lay schools and receive instruction on more modern lines. Most do not. In the typical unregistered *kyaung* reading and writing are taught, not for their own sake, but as a means of imparting religious truths. The old-fashioned *pôngyi* is not an educationalist, in the Western sense of the word, and many of this class still regard it as a sin to impart secular instruction as such. Many again are not qualified to do so. There exists, therefore, throughout the land the necessary machinery for the education of almost every boy of school-going age. The buildings are there, the teachers are there, and the parents, even of the poorest classes, display no reluctance to send their boys to school, and would probably receive an order making it compulsory for them to do so without surprise and without demur. Only in one respect does the system break down, namely that the teaching is as a rule below the standard necessary to fit the youth of the nation in rural areas for the duties and responsibilities of citizenship. The vital problem, then, is how to improve the teaching in these indigenous schools. The alternative course,—to abandon this system, which is closely bound up with the national life and religion of the people: to deprive the vast army of *pôngyis* of what is perhaps their greatest sphere of usefulness to the community: to remove from them the opportunity of inculcating in the rising generation the tenets of Buddhism, with its admirable moral precepts and discipline; and to substitute instead a vast and costly network of lay schools which, though more efficient in imparting the elements of literary instruction, must inevitably fail in the field of moral and religious education,—such a course appears to the Lieutenant-Governor to be opposed to the best interests of the country, and to every principle of good government. There is room for both systems, side by side: and while the future of the lay schools may safely be entrusted to the care of the Education Department, it is incumbent upon administrative officers of every grade, as well as upon the members of the Educational services, to do all that lies in their power to foster and improve the system of monastic schools. Various measures to this end are now under consideration. The solution may perhaps be found in affording recognition to all monastic schools which efficiently teach reading, writing and the Pâli scriptures, according to their traditional methods; in lending either to particular schools or to a group of such schools an assistant lay teacher, paid wholly by Government, whose duty will be to impart instruction in such subjects as the *pôngyis* now decline, on moral grounds, to teach, and to maintain simple registers sufficient for the purposes of the Education Department: and in paying results-grants based upon the results of oral examination by the inspecting staff, to a Committee of village elders, who will exercise a general superintendence over the management of the school and will devote the money so earned to the provision and repair of school buildings, and the supply of books, slates, etc. It is possible that most *pôngyis* would accept registration and aid

upon some such terms as these: and if, after the experience of a few years, the system is found to be generally acceptable there seems to be no reason why elementary education, in rural tracts, should not become universal. Meanwhile, District officers may accomplish much by the display of a friendly and tactful interest in the work, the objects, and the difficulties of monastic school managers, a class of men who wield an enormous influence and power, both as teachers and as priests of the national religion, and whose interest and sympathy it is desirable, alike on educational and on political grounds, to enlist on the side of Government.

Female Education.—Less than 10 per cent. of the female population of school-going age are under instruction in public or private schools. Nevertheless the ratio is higher, it is believed, in Burma than in any other Indian province. The monastic schools are closed to girls: to afford educational facilities to every girl of school-going age would necessitate an extra staff of probably 20,000 teachers. It is only necessary to state the problem in order to indicate that universal female education can be nothing more than a dream of the future. Steady progress has, however, been made. Between 1902 and 1907 the number of public schools for girls rose from 388 to 551 and the expenditure from Rs. 2,14,546 to Rs. 3,16,240. At the end of the period under review, the number of such schools was 623 and the expenditure from all sources amounted to Rs. 4,13,153 for the year 1911-12. Private institutions have declined considerably in numbers during the past five years. The future expansion of female education will depend upon funds being available to establish training classes for elementary teachers and to pay stipends, to meet the additional cost of salaries, and to open a few more Government Vernacular Primary schools for girls. The claims of other branches of education are probably more insistent, and it is unlikely that any great advance will be made till these have been met. The multiplication of schools, staffed by unqualified and inefficient teachers, is a measure which does not commend itself to His Honour. Until more and better qualified teachers are available, girls must continue to resort, where no special school exists for them, to mixed lay schools in which small boys and girls are educated side by side.

Normal Schools.—The decrease in the total number of normal students is a matter for regret. The ratio of untrained and uncertificated teachers to the total number in this profession is very large, and the annual output of the normal schools is relatively insignificant. One of the most pressing needs, in His Honour's opinion, is the provision of better teachers in every grade of school. This can only be effected by affording wider facilities for training men and women, and by rendering the profession more attractive. Both these objects occupy a prominent place in the various schemes now under consideration for the improvement and expansion of primary, secondary and female education. Their realization is almost entirely a question of money.

Closely connected with this question is the problem of rendering *pôngyis* more efficient teachers. Since the education of more than half the primary pupils in the province is in their hands, it is of the utmost importance to equip them for the rôle of teachers, so far as their prejudices and the rules of the order will permit. With this object, Sir Harvey Adamson is considering a scheme for subsidizing with gifts of rice those monasteries to which large numbers of *pôngyis* resort at present for the study of the Pâli scriptures, making it a condition that

the *sadaws* will in return for this aid permit normal instruction to be given by qualified teachers, lay or monastic, to such of the inmates as are willing to receive it. When these *pôngyis* in their turn receive a call to preside at a *kyaung*, they will be better qualified than the present generation of monks to teach their pupils intelligently and efficiently.

Technical Education.—There is little of interest to chronicle under the head of Technical Education. The reorganization of the Government School of Engineering has not achieved the success anticipated for it: since the close of the period under review, a change has been effected in the management, and Sir Harvey Adamson hopes that the school may yet justify its existence.

European Education.—The increase in the number of public institutions for the education of Europeans and Anglo-Indians, and in the numbers of pupils, is a gratifying feature of the Report. The Code for European Schools and the curricula have both been extensively revised, the former just before the beginning of the quinquennium; the latter during its course. His Honour is particularly pleased to observe the marked improvement in the popularity and efficiency of the Government High School at Maymyo, the numbers in which have more than doubled during the past five years.

Morals and Manners.—The system recently introduced, under which religious instruction in any creed is permitted, subject to certain conditions, in Government schools, bids fair to be productive of much good. It has long been a reproach to the State educational system that it is entirely divorced from religious instruction, without which moral principles cannot be successfully inculcated in the youthful mind. The result of this experiment will be watched with interest. Discipline was fairly maintained on the whole. The provision of increased hostel accommodation, which will enable more boys to be brought into constant association with European influences, is a measure likely to produce valuable results. Drill or gymnastics has now been made compulsory in various grades of schools, and will no doubt contribute still further to the physical development of the Burmese youth, which has already benefited enormously by their enthusiastic devotion to games, such as football.

The thanks of the Lieutenant-Governor are due to Mr. Covernton for an interesting report, as well as for the energy and ability with which he has administered his Department during the past five years. The expansion of every branch of education, which is one of the principal objects of the Government of India's policy, will no doubt make increasing demands upon the time and energy of educational officers of every grade. Sir Harvey Adamson is confident that they will approach this task in the same spirit of zeal and devotion that they have displayed in the past. His Honour also takes this opportunity of conveying his thanks to the gentlemen who have ungrudgingly given their time to the service of the Educational Syndicate, a body which has done much useful work for the cause of education in Burma.

By order of the Lieutenant-Governor of Burma,

G. B. H. FELL,
Offg. Secretary to the Govt. of Burma.

Printed by order of the Government of Burma.

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FOURTH QUINQUENNIAL REPORT

ON

PUBLIC INSTRUCTION IN BURMA

For the years 1907-08 to 1911-12.

CHAPTER I.

PRELIMINARY.

The main features of Educational Administration.

1. The main features of educational administration during the period under review have been the extension of State management and control of both Anglo-Vernacular and Vernacular institutions, a general raising of standard in the various courses and tests, European, Anglo-Vernacular, Vernacular, Normal and Technical, and, during the second half of the quinquennium, severe financial stringency. The operation of the two latter causes has tended to retard merely numerical progress so that neither the total increment nor the general rate of increase is equal to the corresponding figures of the previous period. On the other hand in spite of these retarding influences the numerical results achieved are by no means inconsiderable. Apart from the criterion of mere numbers, the general quality of work in most branches of education has distinctly improved.

Statistics. Statements I and III.

2. The total of 'public' schools has risen by 326 and that of pupils attending 'public' schools by 43,182, the latter total now standing at 270,310. In 1906-07 the corresponding increases were 1,469 schools and 64,380 scholars. In Collegiate education there has been very marked progress, the number of students having more than doubled. In secondary education there has been a nominal rise of 32,359 pupils, as against 20,323 pupils gained between 1901-02 and 1906-07, but the bulk of this belongs really to primary standards of secondary Vernacular Schools. Anglo-Vernacular Secondary Schools have risen by twenty-one and have 2,493 more pupils. European secondary institutions have increased by nine schools and 1,806 pupils. In Vernacular secondary institutions there is a gain of 352 schools and 28,060 pupils. In primary education separate figures for Upper and Lower Primary Schools are shown now for the first time. The total of Primary Schools has decreased by 107 but the number of scholars has risen by very nearly 10,000. Female education has made special progress, the number of girls in public schools having risen by 17,244. Training Schools have lost nearly 100, but other special schools have gained almost 1,000 pupils. The above figures refer to public institutions only. The returns for private institutions show an increase of 3,475 pupils only as compared with a rise of 1,510 in the number of schools. For reasons explained in Chapter XII of this report the returns for private schools are not reliable. According to the Department's figures the total number of pupils in public and private institutions of all kinds is 445,255 as against 398,598 in 1906-07, a gain of nearly 47,000 of which 43,182 fall to public schools.

Important or striking educational events.

3. Among the most important or striking educational events of the quinquennium may be noted the introduction of revised Codes with new or modified standards and curricula for European, Anglo-Vernacular and Vernacular Schools, the reorganization of the Government School of Engineering, the adoption of new Normal School courses, the institution of the High School Final Examination for Anglo-Vernacular pupils, the introduction of the Calcutta University's revised courses, in particular the substitution of the Matriculation for the old Entrance test, the revival of the demand for a Burma University, the devolution of increased

powers and administrative functions upon Inspectors of Schools, the redistribution of the circles of Inspection, the abolition of Itinerant Teachers and the reduction of grants both Anglo-Vernacular and Vernacular due to financial stringency.

Co-operation of Inspecting Officers, Managers and Teachers.

4. The changes introduced during the period and the efforts after enhanced efficiency in all phases of work have added largely to the responsibilities and duties not only of school managers and teachers but more especially of the Inspectorate, which constitutes the administrative staff of the Department. With but few exceptions Inspecting Officers have responded loyally and energetically to the many and various calls that have been made upon them. Managers and teachers, for the most part, in spite of new or enhanced requirements, the effects of plague and adverse seasons and the discouraging results of financial depression, have striven to make the best of the situation and, so far as in them lay, to co-operate with the Department.

CHAPTER II.

CONTROLLING AGENCIES.

Various controlling agencies.

1. In the Quinquennial Report of 1906-07 six agencies in control of Education were enumerated, *viz.*—

(i) The Education Department.
(ii) Divisional and District Officers.
(iii) Municipal authorities.
(iv) The Educational Syndicate.
(v) The University of Calcutta.
(vi) Private Agencies.

These six types of educational agency remain in control.

(i) *The Education Department.*

The Education Department.

2. In the Department proper are to be reckoned only educational officers in the direct service of Government. Thus, strictly regarded, the Department does not include teachers in purely Municipal Schools (unless they have been lent by Government) and still less teachers in aided institutions. Teachers in District Cess Vernacular Schools are on a somewhat different footing since they are pensionable and may be and are interchanged with teachers in Government Vernacular Schools supported from Provincial Funds.

Educational Services.

3. Educational Officers in the Department are divided among three services, the Indian Educational Service, the Provincial Educational Service and the Subordinate Educational Service. To the first officers are appointed by the Secretary of State, to the second by the Local Government and to the third by the Director of Public Instruction. The Indian Educational Service includes officers of the administrative, inspecting and teaching branches of the Department. It numbers at present fifteen members as against eleven in 1906-07 and includes the Director, six Inspectors of Schools, the Principal of the Government College, five Professors thereat and two Principals of Government High Schools. The Provincial Educational Service numbers eighteen members including the Assistant Director of Public Instruction, one Inspector of Schools, six Assistant Inspectors, three Professors or Lecturers at the Government College, two Head Masters of High Schools (subordinate to Principals in the Indian Educational Service), two other Head Masters (at the Government Engineering School and the Prome High School respectively), the Superintendent of the Reformatory and two other officers. The Subordinate Educational Service comprises 577 officers, among whom are included Deputy and Sub-Inspectors, teachers in Government service and the clerical staff. Itinerant Teachers have been abolished during the quinquennium. Two posts stand outside these three cadres, *viz.*, the Headmasterships at the Government School for Europeans, Maymyo, and the School for sons of Shan Chiefs at Taunggyi.

Inspecting Staff.

4. The Inspecting staff consists of six Inspectors, six Assistant Inspectors, fifty-eight Deputy Inspectors of Schools and sixteen Sub-Inspectors. In 1906-07, the corresponding figures were 5, 4, 51, 12. When the Itinerant Teachers were abolished in 1909-10 it was understood that as a condition of their abolition a very considerable increase in the number of the lower inspecting officers would be made. Owing to financial stringency this increase was not carried out and in consequence the development of elementary Vernacular education in particular has suffered. With the aid of special grants from the Government of India it has now become possible to add to the number of Deputy and Sub-Inspectors. There is no question that the Itinerant Teacher system failed to achieve the objects for which it was instituted; its abolition therefore is not to be regretted, but its replacement by an extended and adequate inspecting agency is an absolute essential. Each Inspector is in charge of on the average 27 Anglo-Vernacular or European Schools which he visits at least twice a year; in addition Inspectors make annually at least two tours of inspection among the Vernacular Schools of their circles. In Burma certain of the Inspectors' circles are still of very unwieldy size and comprise areas in which supervision and travelling are exceptionally difficult. During the quinquennium a new circle has been added and the arrangement of the circles has been modified; they are designated now as follows: Pegu, Tenasserim, Irrawaddy with Arakan, Meiktila and Mandalay. Of these the first two are conterminous with the divisions of the same name; the third is to be split up in the current year into two separate circles; the fourth and fifth comprise the Southern Shan States and Northern Shan States respectively in addition to two Commissioners' divisions apiece. The inspection of Anglo-Vernacular Schools in Rangoon is divided between five of the six Inspectors. Inspectors are no longer congregated in Rangoon and restricted to inspection, examination and routine correspondence. They are now posted at the head-quarters of their circles and (subject to the control of the Director of Public Instruction) are responsible for the general organization and administration of education in the areas of which they have charge. Their detailed examination work in Anglo-Vernacular Schools has been reduced, since two standards (IV and VII) only are now examined by the Department, but their general administrative duties have been largely increased, especially in regard to the supervision of Government Schools. They are assisted by the Assistant Inspectors but hitherto the latter have devoted almost their entire attention to Vernacular Schools. Assistant Inspectors have no office work of their own but are expected to take a share of the Inspector's as required. Deputy Inspectors are responsible for the detailed inspection and examination of all registered Vernacular Schools in their sub-circles, each of which they are required to visit twice a year. They have also to help the Inspector of Schools when called upon and in addition have a considerable amount of office work. A few of them are assisted by Sub-Inspectors. During the quinquennium some of the heaviest sub-circles have been split up (*e.g.*, Henzada, Hanthawaddy, Prome, Sagaing, Pegu) but up till March 1912 a Deputy Inspector of Schools might still have from 100 to 180 registered Vernacular Schools to examine or inspect twice a year, beside several hundreds of unregistered schools with which he is supposed to keep in touch—a feat which few succeed in achieving.

(ii) *Divisional and District Officers.*

5. The duties of these officers in respect of education are summed up in paragraphs 39 to 43 of the Burma Education Code. The Commissioner or Deputy Commissioner, respectively, is responsible for the state of education in his division or district. His responsibility is exercised through the Educational officers concerned and (except in Municipal Schools) is of a general nature; questions of appointment, curricula, forms and other technical matters being left to the Education Department. District and Divisional Officers are consulted in particular by the Department in regard to the expansion of education, primary or secondary, the choice of schools and localities suitable for schools, the appointment of school committees and so forth. The Educational sections of Municipal

and District Cess Fund Budgets are supervised by these authorities, who, under Government, determine the particular sums to be devoted annually from local funds to education in the areas concerned. The transfer of many Municipal Anglo-Vernacular Schools to Government during the quinquennium has relieved District Officers of certain direct functions of management, but in most cases their interest in the institutions has remained unaltered and they are always consulted by the Inspectors of Schools in important matters affecting the popularity or efficiency of the Government schools. On the other hand in Lower Burma the opening of a number of District Cess Vernacular Schools under the joint management of the Deputy Commissioner and the Department has afforded District Officers more direct opportunities of influencing and directing Vernacular education than were available under the old system of grants-in-aid.

(iii) *Municipal Authorities.*

6. The following Municipalities still retain direct ownership of Municipal Anglo-Vernacular Schools: Akyab, Bassein, Myaungmya, Henzada, Shwegyin, Thayetmyo and Allanmyo. At Bassein, Shwegyin and Akyab the Anglo-Vernacular Schools remain 'Municipal' but are administered by the Education Department. The fact that at Bassein and Akyab, where the schools concerned are High Schools affiliated to the Calcutta University, the University has required 'Managing Committees' to be set up somewhat complicates administrative procedure. It is not always easy to define the respective spheres of the Municipality, the Managing Committee and the Education Department. Speaking generally however these Committees have restricted their functions to visitation and to offering advice and suggestions to the Department, in which all important matters of control have remained vested. The following Municipalities have handed over their Anglo-Vernacular Schools to Government during the quinquennium—Pegu, Prome, Mergui, Tavoy, Thatôn, Myanaung, Letpadan, Ma-ubin, Yandoon and Kyaikto. No Municipality maintains any Vernacular or European School. Municipalities however contribute to grants-in-aid for registered Vernacular Schools in their area.

(iv) *The Educational Syndicate.*

7. This institution has continued to act throughout the quinquennium as a Consultative Council on Educational questions, its advice being sought by Government and the Director of Public Instruction, and as a Board of Examinations. The only educational examinations undertaken by it are those of teachers and students desirous of obtaining certificates of proficiency in the theory of teaching. These examinations are carried out with the help of the Department's personnel and selected heads or teachers of recognized schools. The creation of a University for Burma will probably render necessary a revision of the constitution and position of the Educational Syndicate.

(v) *The University of Calcutta.*

8. Collegiate education has remained throughout the quinquennium in subordination to the Calcutta University, which through its Matriculation courses also dominates the curricula of Anglo-Vernacular Schools. The University inspects the Government and Baptist Colleges and claims the right to inspect schools affiliated to it. The latter right however has not been exercised. The University contributes nothing to the support of either Colleges or Schools in Burma and relies upon the Education Department for assistance in carrying out such of its examinations as are held locally. During the quinquennium the University has recognized the Anglo-Vernacular High School Final and the European High School examinations in Burma in lieu of Matriculation as modes of admission

to the University but within certain restricted limits. The effect of this recognition has been to handicap Anglo-Vernacular candidates who seek such means of access and to identify the High School Final courses with those of Matriculation, a very undesirable result. During the quinquennium with the growth of Secondary Education has revived the demand for the substitution of a local University for Calcutta. The principles involved in this demand have now been admitted by the highest authorities: practical proposals have taken concrete shape and are under examination.

(vi) *Private Agencies.*

9. Private agencies have not altered in kind during the quinquennium. Missionary agencies have extended their operations, especially in Anglo-Vernacular and European Education. Among most registered monastic schools the authority of the *Thathanabaing* is still recognized but it has proved an ineffective instrument in dealing with the vast mass of *kyaungs* which stand outside the pale of registration.

CHAPTER III.

COLLEGIATE EDUCATION.

Arts Colleges. Statements I, III, and VI.

1. In the past decade the figures for attendance at the two Arts Colleges in Burma have more than doubled. The slight but distinct retrogression which was observed at the end of the previous quinquennium has thus been amply redeemed. In 1901-02 the total on the rolls on 31st March was 148, on the corresponding date in 1911-12 it had reached 324; the average monthly number on the rolls is somewhat higher, being 334 against 152 in 1901-02. Of these 334 students, 293 attend the Government College, forty-one the Baptist College. There is also a small Law class, of ten students only, at the former institution. A certain number of students at the Government Normal School who are working for University examinations in addition to their normal courses have also attended lectures at the Government College during the latter years of the quinquennium. The numbers passing the I.A. and B.A. tests of the Calcutta University have roughly trebled during the quinquennium and the percentages of passes compare favourably with those in Indian provinces. A very large majority of Collegiate pupils is Burman by race and Buddhist by religion. The remarkable growth in Collegiate education is to be attributed generally to the increasing recognition by the Burman and Buddhist population of the value of such a training and, in particular, to the measures which have been taken to replace the old and unsuitable class-rooms and dormitories of the Baptist College by a separate building befitting the purpose for which it is used, to provide for the Government College increased hostel accommodation and improved laboratories and libraries, and, above all, to expand and improve the staffs of both Colleges. The buildings at the Government College have had temporary accommodation for refectories added, but remain sadly inadequate as regards hostel, class-room and laboratory accommodation. The inadequacy has been fully recognized by Government, who have sanctioned a scheme for the entire rebuilding of the College and the addition of suitable hostels, laboratories and quarters for Professors and Superintendents at an approximate cost of ten lakhs. This scheme as sanctioned was independent of the University project but now that the latter has come within the bounds of practical politics, it has been considered preferable to merge the schemes for the two purposes into complete proposals for the erection of a University of the residential type. Work which, thanks to an allotment of two lakhs from the Government of India, had already been begun on the laboratories and hostels, has been suspended, so far as the latter are concerned, pending the final elaboration of the University scheme.

Government College.

2. In spite of defective accommodation the tone of the Government College has been very good and the relations between the staff and the pupils are of the best. This result has been achieved to a certain extent by the personality of the

Principals but more generally by the large infusion on the staff of English Professors in the Indian Educational Service. Apart from the Principal, in April 1907 there were but one permanent and one temporary Professor in the Indian Educational Service; now there are five Indian Educational Service Professors in addition to the Principal. The supply of temporary Professors from England in the room of Professors absent on leave has proved a very marked improvement on the makeshift arrangements obtaining in the previous quinquennium, under which persons often incompetent or undesirable (or both) were recruited as the result of advertisement in India. It is pleasing however to be able to add that of late years it has been possible to increase materially the Burman element on the staff, and that a Burman M.A. has just succeeded to the Professorship of Pâli. Another promising indication noted by the Principal in his report is that "students are now realising the futility of learning everything off by heart." The absence of English books in Matriculation and closer acquaintance with the more recent arrivals on the staff may incline them, the Principal hopes, to rely more on lectures and other modes of study and less on memorising. In Athletics, especially in football and hockey, the College has attained a high standard, thanks to the English staff. Cricket and Tennis are becoming increasingly popular. The Principal has specially encouraged these games since he finds that through them "sickness and slackness" are both averted.

Governing Body and Inspection of Colleges.

3. The most direct results of the reform of the Calcutta University, so far as the Burma Colleges are affected, have been the erection of a 'Governing Body' at the Government College and the inspection of both colleges by Inspectors deputed by the Calcutta University for the purpose. Such inspections were held in the years 1908, 1909, 1911 and 1912. Valuable suggestions offered from time to time by the Inspectors were duly considered by the authorities concerned but were seldom of any radical or far-reaching character. The marked improvement perceptible in both colleges during the period under review cannot be ascribed solely or mainly to such external stimulus. It is the outcome of a spontaneous and internal movement, which began before the reform of the Calcutta University, was and is independent of it, and on its own merits deserves and has obtained the recognition of the ultimate Collegiate authorities whether British or American. The institution of a 'Governing Body' for the Government College has had the dual effect of interesting in the work of the College distinguished personages professionally unconnected with education and of admitting the staff to a certain share of self-management. On the other hand the measure does not make for expedition in the disposal of administrative questions concerning the College, and adds to the general complexity of departmental administration. It is significant that in its own case the Baptist College has successfully resisted the imposition by the University of any such Governing Body external to the natural organization of the Mission. During the quinquennium the Calcutta University has re-affiliated both Colleges. The Government College is at present affiliated in Latin and Physics up to the I.A. only, and in English, Mathematics, Chemistry, Philosophy and Pâli up to the B.A., with Honours in English, Mathematics and Pâli. The Baptist College teaches up to the pass B.A. in English, History, Burmese, Logic and Philosophy and has applied for recognition in Mathematics.

Proposed University for Burma.

4. During the quinquennium the movement for the creation of a local University revived. Stimulated by the pronouncements of the Royal Commission on Decentralization and of Sir Herbert Thirkell White, the late Lieutenant-Governor, as well as by the active support of the Educational Syndicate the demand has now taken concrete shape. An important question at issue has been the type of University which should be adopted. A draft scheme in which a modification of the prevailing Indian type of Federal University was adumbrated met with considerable criticism in the press as well as at a general meeting of educationalists and others convened in February 1910 by the Educational Syndicate. That meeting however having decided *nem. con.* in favour of a local University, the question of the type was further examined by the Educational Syndicate through special sub-committees. A second draft was thus elaborated in which a compromise between the Indian federal and British unicollegiate types was recommended. The resultant institution was to be a

genuine teaching University composed of at least two Constituent Colleges and with a system of intercollegiate lectures and provision for hostels, the Government College however being treated *par excellence* as the central and chief institution of the University round which future accretions would gather. Adopted with but one dissentient by the Educational Syndicate, this scheme was submitted by the Director of Public Instruction to the Local Government in 1911.

Law Classes and Medical Scholarship-holders at Calcutta and Madras.

5. The Law class has languished. The Professor considers the Calcutta University courses ill adapted to the needs of Burman students, though certain changes in the regulations to meet Buddhist requirements have been made by the University. The B. L. classes have now dropped out, the result, the Professor suggests, of the extension of the B. L. degree course to three years. In Medicine during the quinquennium a Government Medical School has been started at Rangoon under the control and management of the Medical Department. It is attended by forty-two pupils. Apart from them, thirty-two medical students from Burma attend the Royapuram Medical School, Madras; at the Medical College, Calcutta, seven male and three female scholarship-holders from Burma are in attendance. A Burmese female student, after completing the Calcutta Medical Course, has proceeded to Dublin to read for the Fellowship of the Royal College of Surgeons.

Pâli Schools.

6. There is no Oriental College in Burma. To a certain extent its place is taken by the system of the *Patamabyan* examinations, which annually test monks and others who study Pâli on the ancient lines of indigenous scholarship. These examinations are of three grades and are now held at six different centres in the Province, *viz.*, Rangoon, Mandalay, Prome, Bassein, Akyab and Moulmein. In all grades the numbers of presentations and passes have largely increased since 1906-07.

CHAPTER IV.

SECONDARY EDUCATION.

General remarks. (i) Anglo-Vernacular Secondary Schools. Statements I and III.

1. This Chapter deals more particularly with Secondary Anglo-Vernacular and Vernacular Schools for boys. Secondary Schools for Europeans and those for girls are treated in detail under Chapters IX and VIII respectively. All classes of secondary schools being taken together, a considerable advance has been effected since 1906-07; the number of institutions has increased by 382 and that of pupils by 32,359. The latter figures however have to be discounted, because these so-called secondary schools contain primary departments in which, in not a few institutions, the bulk of the pupils are congregated. Vernacular Secondary Schools of all sorts show an increase of 352 institutions and 28,060 pupils; Anglo-Vernacular Secondary Schools of all sorts show an increase of twenty-one institutions and 2,493 pupils only. For Anglo-Vernacular boys there are now 104 schools containing 20,722 pupils as against eighty-two schools with 18,524 pupils in 1906-07 and seventy-four schools with 13,073 pupils in 1901-02. In the past ten years therefore the growth of boys' Anglo-Vernacular education has resulted in the addition of thirty schools and less than 8,000 pupils. As regards the figures for stages of instruction fair progress is shown in the last few years, there being an increase of 213 pupils in the high * and 2,128 in the middle stages in boys' Anglo-Vernacular Schools since 1906-07. In other words from the standpoint of the school-going population, in 1911-12 one boy only in 1,026 was in the Anglo-Vernacular high stage and one in 130 in the middle stage as against one in 1,160 for the high and one in 160 for the middle in 1906-07. In view of the belief current in certain circles that the old-time learning and pristine manners and morals of the country are being dissipated and debauched by a reckless pampering of 'English' education the figures generally are note-worthy. A rate of increase which adds three schools and 750 pupils a year to the registers may safely be termed cautious; it cannot be considered extravagantly rapid.

(2) Vernacular Secondary Schools. Statements III and V.

2. The figures for Vernacular Secondary Schools must be treated with discrimination. Even if those for boys' schools only be regarded, the increase is remarkable; there are now 337 more schools and 26,620 more scholars than in

* The institution of the new literary normal courses has affected the rate of increase in the high stage, see remarks under Female Education, section 1.

1906-07. This phenomenon indicates, not, it is to be feared, a resolute and spontaneous striving after higher Vernacular education on the part of the 'unspoiled' masses, but merely that a number of erstwhile Vernacular Primary Schools have been advanced to the middle stage. Such an advance is, generally speaking, laudable. But during the lean years of reduced grants there has been an undoubted tendency on the part of Deputy Inspectors to promote Vernacular Schools from the primary to the middle stage rather with the (perhaps subconscious) desire to enable them to earn better grants than because such promotion was in itself necessary or desirable. Another factor, however, which has tended to enhance the figures for Vernacular secondary education and to restrict the increase in those for Anglo-Vernacular Secondary Schools has been the change in the Anglo-Vernacular curriculum. Since English is now taught in the lower Anglo-Vernacular standards by oral methods only, many Burmans prefer to keep their children longer in the better Vernacular Schools—a by no means unhealthy symptom. In any case the comparatively large increase under Vernacular secondary education does not imply a corresponding increase in the number of pupils in the middle or high stage of Vernacular instruction. Thus, to take Vernacular boys' schools only, there are now twenty-eight pupils in the high and 5,977 in the middle stages as against thirty-one in the high and 3,111 in the middle in 1906-07.

Analysis of Vernacular Secondary Education.

3. Though upon analysis the apparent advance in Vernacular secondary education fades away, the gain is not altogether illusory. The solid fact remains that a much larger number of children than ever before is now attending the better class of Vernacular Schools. In such schools they are likely to receive better instruction than is usually obtainable in schools of inferior scope. The revival in 1911-12 of primary scholarships awarded on the examination of Vernacular Standard IV and tenable in the Vernacular middle stage should encourage attendance in Vernacular Secondary Schools. In any case it is abundantly clear that the policy implied in paragraph 4 of Chapter IV of the last Quinquennial Report has not been abandoned in order to favour English education and that, on the contrary, the flow of educational aspirations into Vernacular channels has been encouraged and stimulated throughout the quinquennium.

Analysis of Anglo-Vernacular and Vernacular Secondary High Schools according to Management. Statement III.

4. Of Anglo-Vernacular Secondary High Schools for boys nine now belong to Government, ten to aided agencies and two to Municipalities: in 1906-07 the corresponding figures were 4, 9, 3. Among middle schools of a similar class a still greater change is found in the distribution of schools in respect of management: eighteen now belong to Government, five to Municipalities and sixty to aided agency as against seven for the first heading, thirteen for the second and forty-six for the third in 1906-07. Vernacular Secondary Schools for boys do not reveal such marked fluctuations. Government still maintains one Vernacular High School while aided agencies have eight as against seven in 1906-07. But there are now not only twenty-four Government Vernacular Middle Schools for boys with 2,213 pupils against seven with 555 pupils at the end of the last quinquennium, but also eight District Cess Schools of the same kind with 809 pupils, the last being an entirely novel development confined to two divisions of Lower Burma. The large majority of pupils in Vernacular Secondary Schools continues of course to be found in aided institutions The Government and District Cess Schools partly serve as models and partly supply needs which private agency either will not or cannot adequately meet. This embryo system of Vernacular State Schools is of course capable of expansion but it is relatively expensive, though at the same time the instruction afforded is of a higher grade than that obtainable in the ordinary aided school. The extent to which the system should be developed in Burma must be determined by the extent to which aided lay and monastic managers are willing and able to co-operate with the Department in fulfilling the needs of higher Vernacular education, especially in furnishing sources of supply for better Vernacular teachers. Where aided agency can accomplish what is required at a cheaper rate and as well or nearly as well as state-owned schools it is obviously unnecessary to supersede the former by the latter.

Vernacular High School. Statement V.

5. In Chapter IV of the last Quinquennial Report reference was made to a prophecy that in the quinquennium now closed the Vernacular High School would gradually become extinct. That prophecy has not been fulfilled but it cannot be

pretended that this type of institution palpitates with vitality. Though the number of schools and of pupils in them has slightly increased, the number of pupils in the high stage has actually fallen. The fact is that, as stated five years ago, few persons have had any practical use for the highest grade of Vernacular education. Even would-be teachers in recent years have been diverted from the Eighth and Ninth Vernacular standard courses to the 'Literary Courses' of the Vernacular Normal Schools. Now however that the Vernacular Ninth Standard examination has been recognized for certain purposes where English is not required as equivalent to the Matriculation and that the Normal courses are likely to be revised, the utility of the Ninth and Eighth Vernacular standards (especially as a source of supply for higher Vernacular teachers) may become more widely admitted. Employers whose business does not entail a knowledge of English in their employees, but who at the same time can offer responsible posts requiring a reasonably high standard of education and intelligence, will find that men who have passed through the Vernacular High Grade have often a better knowledge and understanding than many of those who have passed the Matriculation.

Anglo-Vernacular Curriculum.

6. During the quinquennium the revised Anglo-Vernacular curriculum has come into general use. Its most important features are the restriction of English in Standards I, II and III to what can be taught by oral methods only, English reading and writing being begun in Standard IV, the abolition of an Infants' standard and the addition of a third year to the High School stage, standards thus running from I to X instead from Infants to IX. Other features are the adoption of the 'new methods' in teaching English and the emphasis laid upon the extension of object lessons and the principles underlying them. The effect of these changes has been to promote the study of the Vernacular, which was often neglected previously, especially in the earlier standards; to enable children to study other subjects through the medium of the Vernacular in a more thorough and intelligent fashion and to provide for a longer and deeper study of higher English and other advanced subjects than was possible when work in the High School course was compressed into two years. Indirect results have been that children have been kept longer in Vernacular Schools before proceeding to Anglo-Vernacular education and that the value of the Seventh Standard certificate has been depreciated by the now more obvious necessity of advancing boys to the high stage before withdrawing them from school life—the latter a specially beneficial result from an educational standpoint. At first the new curriculum met with much opposition and was frankly disapproved by many missionaries who did not appreciate the new 'direct' methods and relied on the use of English 'readers' *ab initio* as a lure to swell the numbers in their lower primary standards. It was also disliked by not a few Burman and Chinese parents whose main desire was to have their children taught a smattering of English letters as early as possible. Later, as the system became better understood, opposition diminished. Experience however has shewn that the Fourth Standard is a less convenient point at which to introduce English reading and writing than Standard III, the lower of the two Upper Primary standards. Hence at the end of the quinquennium permission was granted to managers who so desired to begin the teaching of English reading and writing in the latter standard, at first through oral methods and the use of the blackboard and later through printed books. This compromise has given general satisfaction and the practice in Burma will now be similar to that adopted in most British territories and possessions where English is not the mother tongue. Minor changes in the way of affording more freedom in the distribution of such subjects as Geography, Geometry and Grammar over the middle standards have also been allowed. The High School section of the curriculum however requires reconsideration. It was drawn up in 1906 before the institution of the Anglo-Vernacular High School Final Examination and with a view to Matriculation only, but even for the latter purpose it might be recast with advantage, so as to distribute the work more evenly over the three years of the high stage.

Examinations held by the Department.

7. In Anglo-Vernacular Schools the Education Department now examines in detail Standards VII and IV only; the tests are partly oral, partly written, and in doubtful cases reference is made to the results of the two 'test' examinations held yearly by the school authorities. In the standards stated, promotions are now decided by the Inspector of Schools on the results of the Departmental and

(in doubtful cases) of the 'test' examinations: in all other standards promotions are made by the school authorities, subject to the supervision of the Inspector. The Department thus holds the doors of the middle and high stages and exercises a general control over all parts of a school, while a large measure of freedom and responsibility is at the same time left to the school staff. One or two Inspectors and even some Managers profess to find this degree of liberty dangerous and urge a return to the discredited system under which the Department examined in detail all standards below the top. With the present duties and responsibilities of Inspectors (which are likely to be increased in the future) retrogression on the old and bad lines is out of the question. A sounder view is that taken by the Inspector of Schools, Meiktila, who writes as follows :—

> "Promotions are made too easily in many schools . . . . The best results *on paper* were no doubt obtained when Inspectors issued schemes showing how much work was to be done for each test. The harm wrought by this was incalculable. It justified teachers and pupils in identifying the maximum with the minimum, bound them in fetters and confined their outlook. It confused narrowness of range and inelastic methods with thoroughness. The remedy for the existing state of things is not to return to the old plan of examining each standard, but to make the lines of departmental examinations more indefinite and the methods more elastic, allowing at the same time much more freedom to managers."

High School Final Examination. Statement VI.

8. The introduction in 1910 of a High School Final Examination held by the Department for Anglo-Vernacular High School pupils is an event of very considerable significance. Essentially it represents an effort to break away from the literary and academic traditions of the Matriculation course and to substitute a test more consonant to the needs of ordinary school education and the requirements of practical life. Candidates are required to pass in four compulsory (English, Arithmetic, Vernacular and Geography) and two optional subjects. The optionals may be selected from a list including literary, scientific, commercial and practical subjects; oral and practical as well as written tests are required. The new examination in Burma has been severely handicapped in competition with its old-established rival, the Matriculation, by the terms exacted by the Calcutta University as a condition of its recognition (a High School Final candidate for entry to the University having to take not only harder but more papers than those required of a Matriculate), by the requisition of a higher fee from candidates and by the unwillingness of some schools and teachers to brace themselves for the higher standard of test which it imposes. Schools and candidates moreover have been reluctant to specialize on one or other of these two examinations, and in many cases Head Masters have sent in the same candidates for the two tests in one year. The net result has been, so far as subjects are concerned, to drag the High School Final into the same grooves as the Matriculation. On the other hand since January 1912 the High School Final supersedes Matriculation as a pass-port to Government service, and negotiations have been entered into with the University to procure a modification of the terms of recognition. Confidence too is slowly growing. In March 1912 104 candidates entered (of whom forty-seven passed) from sixteen schools, as against eighty-one entries with thirty-two passes from ten schools in March 1910. The percentage of passes compared with that of Matriculation, in which in 1912 134 candidates passed (many in Class I) out of 164* entries, bears eloquent testimony to the difference of the two tests in respect of standard, testimony which is enhanced by the fact that pupils who passed high in Matriculation failed in the High School Final. From an educational standpoint the competition between the two examinations is most undesirable. What is now wanted is the abolition of the Matriculation and the creation of a general school leaving test of an elastic character, adaptable to the requirements of employers generally, yet such as the University could accept as suitable for its own purposes.

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* The total entries for Matriculation in 1911-12 are much less than those for Entrance in 1906-07, 1907-08 and 1908-09 (*i.e.*, 251, 278, 354, respectively). The first year in which the Matriculation test took the place of Entrance was 1909-10, when the entries dropped to 192. In the following year they sank to 138. The reasons for this fluctuation seem to be that Entrance was easier than Matriculation, that a number of very ill-prepared candidates were allowed to go up for the former, that the new regulations restrict the number of private candidates and that the introduction of the High School Final has split the possible total of entries. In particular the entries of 'private' candidates have been reduced from seventy-four in 1908-09 to eighteen in 1910-11 and fourteen in 1911-12.

Vernacular Secondary curriculum.

9. No changes of great importance have been made in the departmental Vernacular secondary curriculum. Efforts however have been persistently continued to extend its adoption and to induce schools to take up optional subjects. At present the compulsory subjects are Burmese, Arithmetic, Geography and Elementary Science and (in Standards VIII and IX only) Euclid, Algebra and Burmese History. *Póngyis* may teach Pâli as a compulsory in lieu of Geography or Elementary Science. Optional subjects include another Vernacular, Pâli, Manual Training, Drill and Drawing. In Vernacular Schools Standards VII, VIII and IX are tested by the Department by means of collective examinations held at notified centres. All other standards are examined *in situ* by the Deputy Inspectors. Promotions are made on the results of these examinations.

Building and equipment grants to aided Anglo-Vernacular institutions.

10. During the quinquennium the Local Government has continued to give very liberal assistance to aided Anglo-Vernacular institutions in the matter of buildings and equipment, though on a descending scale of munificence necessitated by the growing stringency of financial conditions. A foot-note shows the aided Boys' Anglo-Vernacular Secondary Schools which have received building grants since 1906-07.* Similar statements for Girls' Anglo-Vernacular and for European Schools will be found under the proper chapters. But during the quinquennium until 1911, except in one case, no suitable provision was made for Government Anglo-Vernacular Schools. Many of these (especially those taken over from Municipalities) are housed in obsolete, dilapidated or wholly unsuitable buildings; others have had to be located in hired tenements usually inadequate and always more or less unfavourable to efficient teaching. Equally marked has been the dearth of proper hostel accommodation in Government Schools. The Government of India by its grants of 1911 has enabled the Department to begin to roll away this reproach. New middle schools have been built at Letpadan and Thatôn, others are rising at Yamèthin and Kyaiklat and the High Schools at Moulmein and Minbu have been extended and improved. Very much more however remains to be done. As regards equipment general improvement is noted in the supply of pictures, maps, charts, etc., in most schools. Managers are slowly awaking to the desirability of effective school libraries and museums. Science, however, being taken in no High School, is still left unprovided for.

Higher rates of salary grants to certificated Anglo-Vernacular Teachers in aided schools.

11. Under the revised Code issued in 1908-09 higher rates of salary grants were provided for certificated Anglo-Vernacular teachers in aided schools, under which a Middle School teacher starts on a salary of Rs. 80 per mensem and may rise to Rs. 140 per mensem, and a High School teacher starts on Rs. 140 per mensem and may rise to Rs. 300 per mensem, special allowances of Rs. 40 and Rs. 20 being granted to Head Masters of High and Middle Schools respectively. Under the Code and subject to budget provision Government pays one half of such salaries, but financial stringency has compelled the reduction of Government's contribution to three-eighths. In present conditions these rates of salary could not be materially increased without embarrassing managers. In Government schools pay does not necessarily follow the above scale but is determined by the particular circumstances of the schools and post concerned, by the state of Government finances and the qualifications of the teachers. This is due to the piecemeal manner in which the Government Anglo-Vernacular system has been constituted. There are a few good posts on Rs. 500 or Rs. 400 held by officers in the Provincial Educational Service or Subordinate Educational Service but the pay of the head of a High School does not usually exceed Rs. 250 and that of a Middle School Head Master Rs. 160. The pay of ordinary assistants in Middle and High Schools ranges from Rs. 50 to Rs. 250. The existing system is

*St. Patrick's School, Moulmein, American Baptist Mission Chin School, Sandoway, English Wesleyan Mission Boys' School, Mônywa, American Baptist Mission Karen School, Tharrawaddy, Methodist Burmese Boys' School, Rangoon, English Wesleyan Mission School, Pakôkku, Sam Buddha Ghosa School, Moulmein, St. Michael's School, Kemmendine, Buddha Thathana Noggaha School, Mandalay, American Baptist Mission Karen School, Moulmein, American Baptist Mission Karen School, Nyaunglebin, All Saints S. P. G. School, Shwebo, Empress Victoria Buddhist Boys' School, Rangoon, Baptist Collegiate School, Rangoon, Roman Catholic Mission Anglo-Vernacular School, Gyobingauk, St. Paul's High School, Rangoon, American Baptist Mission Mixed School, Myingyan, English Wesleyan Mission Anglo-Vernacular School, Pyawbwè, St. Peter's Roman Catholic Mission School, Mandalay, Methodist Anglo Vernacular School, Syriam, Hanthawaddy, American Baptist Mission Shan and Burmese School, Bhamo, St. Anthony's Roman Catholic Mission School, Rangoon, American Baptist Mission High School, Mandalay, S. P. G. Royal School, Mandalay, Roman Catholic Mission Normal School, Thônzè.

unsatisfactory, and proposals for an improved and uniform scale of pay have been placed before Government.

Fee rates for Anglo-Vernacular Schools.

12. The fee-rates laid down in the Code for Anglo-Vernacular Schools have not been formally raised since 1906-07. But the necessity of meeting the cost of better qualified teachers and additional posts has brought to the front the question of increasing fees in order not only to meet the increasing expenditure but to ensure that a larger share of the burden shall fall on the classes who most demand English education and who profit most by it. The present Code fees range from Re. 1 per mensem in Standard I to Rs. 4 in Standard X. These are minima; in the Christian Brothers' schools Rs. 3 a head are collected in the Primary and Middle Departments and Rs. 4 a head in the High Department. In certain Government schools the rates have been raised in standards above Standard II, the maximum being Rs. 5 in Standards VIII, IX and X.

Expansion of Anglo-Vernacular Education.

13. During the quinquennium principles on which any policy of expansion in respect of Anglo-Vernacular education should be based have come under discussion. We have now 135 Anglo-Vernacular Schools of all kinds (twenty-eight Government, seven Municipal, 100 aided) for thirty-seven districts and the Shan States. Of these ninety-nine are situated in Lower Burma. The only district without an Anglo-Vernacular School is Northern Arakan. In view of the relative density of population and of social and economic conditions it is obvious that the need of English education is and will be much stronger in Lower than in Upper Burma. For the latter the supply of (on an average) a middle school per district, with High Schools at Divisional Headquarters and other important centres, should suffice for some years to come. In Lower Burma much more than this is wanted. There in divisions like the Irrawaddy and Pegu the unit of provision will be the township rather than the district. A beginning in this direction has been made under the scheme drawn up by Mr. Houghton, Commissioner of the Irrawaddy Division, an enthusiast in the cause of education: District Cess funds in the division being rich, the cost of the new Middle Anglo-Vernacular Schools will be largely met from that source. All schemes for expansion in Burma, however, must reckon with the complicating factor of denominational agency and the sometimes wasteful competition it is liable to introduce. When moreover in any area a state-aided denominational school has the monopoly of English education, and when (as happens) it takes advantage of its position to insist on attendance at Christian religious exercises as a *sine quâ non*, grievous injustice may be done to the non-Christian inhabitants of the locality.

CHAPTER V.

PRIMARY EDUCATION.

General remarks. Statement III.

1. This chapter deals more particularly with Primary Anglo-Vernacular and Vernacular Schools for boys; details regarding Primary Schools for girls and for Europeans will be found under Chapters VIII and IX. All classes of public Primary Schools however being taken together, the totals of schools and scholars stand at 5,316 and 181,406 respectively as against 5,423 and 171,657 in 1906-07, a gain of very nearly 10,000 pupils. The average number of pupils in an Upper Primary School is forty, in a Lower Primary twenty-seven. Of Primary Schools for boys nineteen only are Anglo-Vernacular or European with 1,098 pupils. Of the rest containing 160,138 pupils very many, though termed 'Boys Vernacular Schools' are really Mixed Schools, since they are attended by no less than 42,767 girls. 'In revenge' 546 Vernacular Primary Schools for girls, containing 19,884 pupils, are attended by as many as 7,131 boys. In other words over one-fourth of the pupils in Vernacular Primary Schools for boys are girls and over one-third of those in Vernacular Primary Schools for girls are boys.

Number of Primary Schools. Statement V.

2. Taking boys only and the primary stages of *all* public schools (whether for boys or girls) we find a marked increase amounting to nearly 20,000 pupils. Large as this figure seems, it is small compared with the corresponding increase between 1902 and 1907 (nearly 40,000). On the population as given in the recent census it hardly affects the proportion of primary male pupils to males of school-going age. This proportion is indicated by the percentage 19·1. The

vast bulk of male primary attendance still falls in the Lower Primary stage, but there has been a slight improvement in this respect. In Vernacular Schools the institution of Lower Primary Scholarships awarded on the work of Standard II and tenable in Standards III and IV might encourage attendance in the Upper Primary Standards. The percentage of males in the Upper Primary stage (taken only for the primary stage of all public schools for boys) to the total of the male school-going population is now 3·70 as against 3·08 in 1906-07. Taking 'English' (*i.e.*, Anglo-Vernacular or European) Primary Schools for boys separately, we find a decline in the figures for both schools and attendance, the reason being that Primary Schools of these classes have tended not to disappear but to blossom into Middle Schools, a phenomenon which swells the figures for secondary not primary education. Such schools are most prevalent in the Pegu and Tenasserim Divisions. Their multiplication however is to be deprecated, except in cases where with due regard to efficiency they can be rapidly promoted to the middle stage. Boys' Vernacular Primary Schools have declined in number by 175, but show an increase in attendance of 6,376 pupils. The cause of this apparently strange fluctuation is to be found mainly in the financial circumstances of the last few years, though, as suggested by Inspectors, it is also connected with the enforcement of the revised Vernacular curriculum and increased strictness in the examination of Vernacular Schools. The reduction in grants and bad seasons weeded out the weakest 'public' schools but were not sufficient to stem the rising tide of attendance. The divisions most seriously hit were Magwe, Meiktila, Mandalay and Arakan, from all of which deficits of both schools and pupils are returned, the worst loss being that of 2,220 pupils in Meiktila. It must not be supposed that all these missing schools and pupils have been wiped out for ever from the educational returns. No doubt some children of the lost schools ceased to attend any school at all, but others went to stronger 'public' institutions which weathered the storm. Many have been merely relegated to the limbo of private (*i.e.*, unregistered) institutions. On the other hand the Irrawaddy and Tenasserim Divisions and the Shan States show marked increases in the returns of pupils.

Management of Primary Schools. Statements III and V.

3. In respect of management, the number of Government Vernacular Primary Schools for boys has sunk from twenty-four with 1,227 pupils in 1906-07 to seven with 444 pupils, the decline being due not to the disappearance of schools or scholars but to the raising of schools from the primary to the middle grade. Returns for schools thus raised figure under secondary not primary education. In lieu of one District Cess Primary School with fifty-three pupils in 1906-07 there are now six with 302 pupils. Aided Primary Schools are 174 less in number, but have nearly 5,900 more pupils. The great majority of aided Primary Schools for boys are Vernacular and belong to either monastic or lay managers. Monastic 'public' schools (*i.e.*, *kyaungs* aided by the Department) number 2,470 with 71,293 pupils.

Merits and demerits of the 'Lay' and 'Monastic' systems.

4. It is unnecessary to expatiate once more on the comparative merits and demerits of the 'lay' and 'monastic' systems, or to deprecate the charge that the Department deliberately favours the former at the expense of the latter. In a note which has been circulated by the Director of Public Instruction to officers of Government and others concerned the history of the relations between the Department and lay and monastic schools from the time of Sir A. Phayre downwards has been carefully traced. A perusal will show not only that from the beginning persistent efforts have been made to conciliate the *pôngyi* and to utilize the *kyaung* as a common instrument of Vernacular education, but that the problems involved are not of to-day, yesterday or to-morrow, but perennial. It will be clear also that neither Sir A. Phayre nor his successors contemplated any exclusive reliance upon the monastic system as the sole vehicle for diffusing Vernacular instruction, and that they did not intend to restrict such instruction in either lay or monastic schools to the '3 Rs'. Then, as now, not every *pôngyi* was a teacher or fit to teach * nor was every *kyaung* a school; at the same time certain monks and certain monasteries could produce effective work above the elementary

*Extracts from Inspection Notes by the Inspector of Schools, Meiktila, printed as Appendix A to this Report, illustrate strong and weak points in the monastic system as well as certain difficulties which officers have to contend with in attempting to promote Vernacular Education in a 'backward' district.

standard. But to insure any general diffusion of higher knowledge the co-operation tion of lay agency was essential. A consideration of these facts is peculiarly pertinent at a time when the report of the recent census demonstrates the necessity of revising popular ideas of 'literacy' in Burma, and when the Government of India is preparing to expend large sums on the extension of Vernacular education.

The Anglo-Vernacular curriculum in Primary Standards.

5. In the primary standards the Anglo-Vernacular curriculum comprises English (taught by oral and 'direct' methods and without books in Standards I, II and III) Burmese (or other Vernacular), Arithmetic, Object Lessons, Hygiene, Geography, Drill or 'Calisthenics' and certain 'Kindergarten' occupations, the medium of instruction being the Vernacular. Optional subjects are Drawing, Manual Training, and (for girls) needlework. The Vernacular primary curriculum (as explained in the last Quinquennial Report) is with minor modifications that issued in 1903-04, the enforcement of which had been unduly delayed. In its present form it comprises, as compulsory subjects, Burmese (or other Vernacular), Arithmetic, Object Lessons, Geography, and certain Kindergarten occupations. Monastic managers who, on 'conscientious grounds', object to the two last are permitted to dispense with Kindergarten and to take Pâli in lieu of either object lessons or geography. Schools which take this curriculum are classed as 'A' schools, and are required by the Code (though the requirement has not been severely pressed in practice) to take an optional subject, *e.g.*, Drill, Drawing, Manual Training. Schools however which cannot cope with this curriculum may be enrolled and aided as 'B' schools, for which no detailed courses are prescribed by the Department, managers being required only to teach the "3 R's" to the satisfaction of the Deputy Inspector. It was hoped that the provision for 'B' schools would attract a considerable number of unregistered monastic schools. The total number of 'B' schools on the register is 576, of which 362 only are monastic. As the Inspector of Schools, Irrawaddy, writes "*Pôngyis*, for whom it was chiefly intended, do not care to be classed as managers of inferior public institutions." At the same time if they cannot grapple with the 'A' curriculum they should not expect to receive the 'A' grants or status.

Salaries of certificated Anglo-Vernacular Primary Teachers aided schools.

6. Certificated Anglo-Vernacular primary teachers in aided schools are eligible for salaries of Rs. 50 rising to Rs. 100 per mensem. In Government Vernacular Schools teachers receive pay ranging from Rs. 20 to Rs. 80 according to post and qualification. The Vernacular system, however, being almost entirely an aided one, lay teachers have to rely on fees and Government grants. *Pôngyis* of course receive neither fees nor salaries. In Upper Burma fee incomes are small, seldom rising above Rs. 15 per mensem, and often falling much below that figure. In Lower Burma (especially in the Delta) fee incomes range as high as Rs. 75 per mensem or more, and Rs. 20 to Rs. 30 is not an uncommon figure. Certificated teacher-managers are now eligible for permanent salary grants from Government, ranging from Rs. 10 to Rs. 30 per mensem according to qualification. Certificated assistants may also receive similar aid, provided that their managers also pay them sums equivalent to the Government salary grant. Managers, whether certificated or not, are eligible also for results or fixed grants. A new form of grant intended to replace these was devised during the quinquennium; it was based mainly on considerations of attendance and management and is termed the Maintenance Grant. Pending the orders of the Government of India regarding the extension of Vernacular education its introduction was deferred. It is now proposed to apply it gradually in aided schools which are under teacher-managers in receipt of permanent salary grants (which they will continue to get) or which have "Government assistant teachers." The latter will form a special corps non-pensionable but paid from State funds and available for distribution among aided schools (lay and monastic). As such they will represent the revival of a system flourishing from 1874 to 1884 but discarded under the orders of the Government of India, which had become alarmed on the score of pension liabilities. Fixed grants do not consort well with the temperament of the Burman Vernacular school master, and have proved in many cases merely an assurance for indolence. They will be replaced gradually by results or maintenance grants.

Vernacular school buildings.

7. The style and materials of Vernacular School buildings remain as described in the last Quinquennial Report. For Government Vernacular Schools, buildings of bamboo, mat and wood have been erected at Sinlumkaba, Pyawbwè, Waranaung,

Minbu, Myitkyina, Paletwa, Lashio, Magwe, Mahlaing, Ye-u, Myinmu, Sagu, Ngape, Falam, Akyab, Shwegyin and Sandoway. These school houses are large and commodious, but the cost of erection is excessive (varying from roughly Rs. 5,000 to Rs. 10,000) and their upkeep also is expensive. To reduce the cost a modification of the type plan has recently been adopted in certain instances. The "500 Rupees" village school-houses have too often come to grief on the rock of repairs. Villages often would not meet the cost of repair or renewal, managers could not and, the buildings being borne on the books of neither District Fund officers nor the Public Works Department, these authorities were not responsible. Hence many of these school houses have fallen into decay or have been pulled down, the schools being transferred to private houses either in the same locality or elsewhere. Others have been maintained by grants from the Department or from subscriptions raised by local officers. At present 169 of these schools remain. In the Northern Shan States an arrangement has been entered into with the Superintendent of the States whereby buildings and equipment in lay Vernacular Schools have become the property of the State concerned, which bears the cost of repair and renewal and at the same time takes the annual and salary grants due, and, with such additions from its own funds as may be necessary and feasible, distributes them in salaries to teachers. The great majority of Vernacular Schools throughout the Province are kept in private houses. In the larger towns, especially in Rangoon where rents are high, the accommodation thus provided is too often inadequate and unsuitable. The Primary Schools kept by Indians are peculiarly squalid. It is hoped by the extension of small building grants, building advances and grants in aid of rent to improve conditions in the future. As regards equipment a general and considerable advance has been made in 'A' schools in the provision of maps, picture charts and articles required for object lessons and kindergarten occupations.

Revision of Vernacular Readers.

8. From October 1910 to March 1912 a special Committee composed of official and non-official members and presided over by Mr. Snow, Inspector of Schools, Pegu, sat for the purpose of completely revising the series of Vernacular readers. The Committee has endeavoured to bring the readers up to date in matter and form, to increase the number of lessons dealing with Burmese topics and interests, and to include a certain number relating to practical subjects and to local life and conditions, especially to rural life and work. It is intended to furnish the books with more numerous and greatly improved illustrations, for which purposes an English artist, Mr. B. H. Wiles, has been specially commissioned. Mr. Wiles, with the assistance of a very competent Burmese artist, Maung Ba Ohn, has completed the illustrations required.

CHAPTER VI.

TRAINING SCHOOLS.

The system adopted for the training of Teachers in Burma.

1. Up to 1908 there were three grades of certificates for Anglo-Vernacular teachers:—

(*i*) *Primary.*—Requiring a three years' training, a pass by Standard V as a qualification for admission to the course, and a pass by Standard VII prior to award of certificate. Lowest limit of age for admission twelve years.

(*ii*) *Secondary.*—Requiring a three years' training, a pass by Standard VII for admission and a pass by the Entrance prior to award of certificate. Lowest limit of age for admission fifteen years.

(*iii*) *Higher.*—Requiring a three years' training and a pass by the Entrance or a higher University Examination for admission. There was no limit of age and no special 'literary' test prior to award of certificate.

A candidate was not admitted to the Higher unless he had passed the Secondary with 50 per cent. marks. For the Secondary and Primary grades candidates had to pass two 'literary' standards which coincided with ordinary Anglo-Vernacular School standards. There was no clear differentiation between Normal and ordinary schools or pupils. 'Professional' work was taken out of

hours. In all grades written examinations in theory and method held by the Educational Syndicate had to be passed. After passing these and the required literary standards (*i.e.*, Standard VII in the Primary and 'Entrance' in the Secondary grade) candidates still had to pass practical tests in teaching by the Education Department.

New Regulations of 1908.

2. Under the new regulations of 1908 there are still three classes of Anglo-Vernacular Certificates :—

(*i*) *Primary.*—This however does not represent a separate course or examination. It is awarded to candidates for the Middle School Certificate who are not good enough for the latter but do not deserve to fail entirely.

(*ii*) *Middle School.*—Requiring a two years' training, a pass by Standard VII for admission to the course, and a pass by a special literary examination prior to award of certificate. Lowest limit of age for admission fifteen years.

(*iii*) *High School.*—Requiring a three years' course, a pass by the Middle School Certificate and by a special literary examination prior to award of certificate. No limit of age for admission.

The periods prescribed for these courses are not cumulative. Thus a candidate can take his Middle School Certificate (and *ipso facto* thereby a Primary School Certificate) in two years, and in his third year the High School Certificate. Special facilities are to be provided for the training of persons who have passed the Matriculation or a Higher University Examination. The 'literary' examinations are held by the Department, those in theory and method by the Educational Syndicate. After passing these, candidates are tested practically in teaching by the Department.

The main differences between the old and new Anglo-Vernacular systems.

3. The main differences between the old and the new Anglo-Vernacular systems are :—

(*i*) The requirement of a higher standard of age and initial qualification from candidates for primary certificates and also of a higher standard of work and training, since their course is the same as that for the Middle School Certificate.

(*ii*) A decrease of one year in the period of the Primary and Middle School course.

(*iii*) The substitution of special and harder literary courses for the Seventh Standard and Entrance. Professional courses in theory and method have also been stiffened.

(*iv*) The institution of a whole time Normal or training course (literary and professional) which has to be taken at a Government or recognised aided Normal School. Except in special cases (*e.g.*, those of teachers already in service) candidates are not accepted for the Educational Syndicate's examinations in theory and method unless they appear from a recognized Normal School. Normal Schools as institutions are now distinct from ordinary schools and possess separate staffs. They may, however, be attached to ordinary schools, which thus serve as 'practising schools.'

(*v*) Normal students, if not resident with parents or near relatives, are expected to live at the Normal Schools to which they are attached.

The old courses for the Vernacular certificates.

4. The old courses for the Vernacular Certificates consisted of two only.

(*a*) *Primary*—Of two years, with a pass by the Fourth Standard Vernacular as qualification for admission and lowest limit of age twelve years. The passing of a higher standard prior to award of certificate was not essential.

(*b*) *Secondary*—Of three years, with a Fifth Standard pass for admission and lowest limit of age fourteen years. Literary standard to be passed prior to award of Certificate Vernacular Schools, Standard VII.

The new Vernacular courses are of three grades, Primary, Middle School and High School, as in the Anglo-Vernacular system and with somewhat similar literary, theoretical and practical tests held by the Department or the Educational Syndicate. The standard of admission to the Primary and Middle School courses has been raised to Standard VI (Vernacular) and the age to fifteen years. The literary tests are special and do not follow ordinary school standards. That for the Primary Certificate is harder than the ordinary Vernacular Seventh Standard examination and that for the Middle School Certificate approximates to the

Vernacular Ninth Standard but covers more ground. The new Vernacular differ from the new Anglo-Vernacular normal courses in that with the former the primary is a distinct course from the Middle School, being for two years, whereas the latter covers three, while the High School Certificate course requires four years. As regards whole-time work and the distinction between ordinary and Normal School classes there is no difference between the Anglo-Vernacular and Vernacular rules, but Vernacular teachers who have taught satisfactorily for two years in a recognized school are allowed to appear for the Educational Syndicate's examinations in theory and method without passing through a Normal School.

Effect of the new Regulations.

5. The Inspector of Normal Schools writes enthusiastically of the effect of the new regulations and even urges a further screwing up of the standards of admission and attainment in the Anglo-Vernacular courses. He says:—

"Having been in continuous charge of Normal Schools in Burma for seven years, I am able to testify to the extraordinary improvement that has taken place in their work, due entirely to the way in which Superintendents and teachers have enthusiastically co-operated with me in my endeavours to raise the standard of work. With sufficient encouragement there will be no difficulty in raising it higher. In a short time the Standard for admission to an Anglo-Vernacular Normal School can be made the High School Final Examination and the passing out examination the I.A., or some equivalent test. What is essential now is that students shall come with a better knowledge of English; their attainments in Mathematics and Geography are usually very fair. To secure this even now would not be difficult if after passing the Seventh Standard a special preparatory class were formed in place of Standard VIII, in which less time were given to other subjects and English received far more attention."

Recommendations of the Inspector of European and Normal Schools for a further all-round raising of the Standard.

6. The Inspector's recommendations for a further all-round raising of the standard have scarcely been endorsed by a Sub-Committee of the Educational Syndicate which examined the Normal School courses and rules during 1911-12. The Sub-Committee pointed to what it considered serious defects in the present system. In particular it disapproved of the breach deliberately set between normal and ordinary 'literary' courses and tests, of the unification of the courses for Primary and Middle School Certificates (Anglo-Vernacular), and of the general sacrifice in both Vernacular and Anglo-Vernacular courses of practical training in teaching to cramming in literary and theoretical subjects. This last result of course was not intended, but it appears to be a fact. The Sub-Committee urged that much more time should be given to practical training, that the literary requirements for the Primary Vernacular Certificate be reduced, that the Primary and Middle School Anglo-Vernacular courses be differentiated, that normal students be allowed to prepare for Matriculation, or the High School Final, and the I.A., *pari passu* with their professional courses (a very moot point) and in preference to the present special literary courses, and that the Eighth Anglo-Vernacular standard in lieu of the Seventh should be made the initial qualification for the Anglo-Vernacular Middle School course. The Sub-Committee's recommendations have not altogether commended themselves to the Educational Syndicate or to managers of schools. There is a general feeling that if the normal regulations are to be reconstructed the principle adopted in adjusting the professional courses to the literary should be that of succession, not concurrence, *i.e.*, the literary attainments deemed requisite should be acquired in ordinary schools or colleges and should be followed by relatively short courses of professional training at Normal Schools. Such a system would provide for sufficiently high literary qualifications, would ensure genuine and practical training and would be not only simpler than the present complex arrangements but more in harmony with systems commonly adopted in England and elsewhere.

Number of Normal students. Statement III.

7. A drop has occurred in the total number of normal students since 1906-07 *i.e.*, from 542 (448 men and ninety-four women) to 456 (329 men and 127 women). The causes are the general heightening of the standard of normal work and requirements, the shortening of certain of the courses and, in the case of vernacular students, the abolition of Itinerant Teacherships, a measure which cut off prospects of a well-paid and not too exigent form of employment. It is true that in 1908-09, in order to provide for the raising of the normal stipend rate from Rs. 7 to Rs. 10, the total of stipends was reduced. But as the reduced figure throughout the quinquennium has exceeded the number of holders this reduction cannot be made

Statement I.

responsible for the decrease in students. In any case the ardour of women students has not been damped. Their number has risen from ninety-eight in 1907-08 to 169 in 1911-12. Anglo-vernacular and European female students are largely in excess of Vernacular, the reasons being that till quite recently prospects for vernacular female normalists were scanty and that service in lonely village schools did not prove attractive. Vernacular exceed Anglo-Vernacular male normalists by twenty-four only. The main reason for the smallness of the excess is that many Vernacular male teachers qualify without attending a Normal School. The number of normal institutions has remained the same throughout the period, *viz.*, twelve, of which eight are for men *and four for women, five of the schools for men being Government, the rest being aided institutions. The Anglo-Vernacular classes at the Government Normal School, Akyab, have been discontinued.

Untrained Anglo-Vernacular candidates.

8. Towards the close of the previous quinquennium the practice of permitting 'untrained' Anglo-Vernacular candidates (*i.e.*, those who did not pass through a Normal School), to appear for the Educational Syndicate's tests in the theory and methods of education was abolished. Later the abolition was reconsidered. In the new rules, under certain conditions, Anglo-Vernacular candidates, if teachers, have been permitted to appear. As was intended, however, the number of these cases is small, there being ten passes only in 1912, a great contrast with 1906, when 115 candidates passed in this manner. On the Vernacular side, on the other hand, though such permission (formerly quite unrestricted) has been limited to Vernacular teachers and managers with a year's satisfactory record, the number of candidates has remained surprisingly high, though not with it the number of passes. Thus in 1912 there were 897 candidates with but 158 passes and forty-nine passes out of 684 candidates in 1910. In 1906-07 there were 1,292 candidates and 304 passes, but this was under the easier conditions and tests of the old rules.

Trained or Certificated Teachers.

9. At present the number of trained or certificated teachers employed in public schools in the Province is

Vernacular.	Anglo-Vernacular.	European.
1,369	976	175

That of untrained and uncertificated teachers is

Vernacular.	Anglo-Vernacular.	European.
8,763	230	92.

In 1911-12 the figures for candidates passing the examinations of the Educational Syndicate were

	English (*i.e.*, Anglo-Vernacular and European).	Vernacular.
Trained	82	85
Untrained ...	10	158

In addition there are 243 Vernacular pupil teachers. The rules regarding the latter were revised during the quinquennium with a view to improving their qualifications and inducing them to proceed to Normal Schools. Owing to low rates of stipend in the first and second year of the course and to the difficulty experienced in passing the third year test, the revised regulations have proved unpopular, and very few pupil teachers have proceeded to a normal school.

Numbers of English and of Vernacular Teachers. Statements I & X.

10. For the past three years the average numbers of English and Vernacular teachers (trained or untrained) passing the Educational Syndicate's examinations in educational theory and methods have been respectively ninety-seven and 250. It would seem that while there is some leakage in the channels of supply, and that not all the water which issues from the source reaches the fields it is intended to irrigate, nevertheless the wastage is not excessive. Taking the total number of teachers of all sorts in public schools, we have roughly 12,000 for 270,000 pupils or one for every twenty-three, but only one certificated or trained teacher for every 100 pupils. For Vernacular Schools we have but one trained or certificated man for every 170 pupils though for 'English' (*i.e.*, Anglo-Vernacular and European) schools there is one for every twenty-five pupils. Outside the pale

*These schools however admit women also. There is no separate institution for Europeans and Anglo-Indians; such students attend Anglo-Vernacular Normal Schools.

of the 'public' schools stand 1,75,000 scholars in 'private' schools for whom qualified teachers are required. And beyond loom the somewhat mysterious masses of the budding 'literates' of the Census report. If the school-going population of Burma be put at 15 per cent. of the total population, and from it be deducted the Department's figures for pupils in 'public' and 'private' schools, we obtain a round figure of 1½ million for the residuum. Allowing fifty scholars per teacher (an excessive figure educationally) we require over 26,000 teachers to deal with these children alone. These figures will give some idea of the magnitude of one of the problems involved in projects for the general expansion of education.

Erection of new buildings.

11. During the quinquennium new buildings have been erected for the Government Normal School at Toungoo. In 1911-12 a new building for the Government Normal School, Akyab, was begun and the building at the Government Normal School, Moulmein, improved. A new building is badly needed for the Government Normal School, Rangoon. At two Baptist Normal Schools for girls in Moulmein and Rangoon, and at St. Mary's School, Kemmendine, excellent new buildings have been erected. Apparatus and equipment have been improved, but the equipment required for elementary science is still very deficient.

CHAPTER VII.

TECHNICAL EDUCATION.

Agencies carrying on Technical Education.

1. Technical Education in Burma continues to be carried on by the agencies stated in the Provincial Quinquennial Report of 1906-07 (Chapter VII). So far as the figures shown in the returns are concerned, a continuous decline since 1901-02 is indicated in this branch of education. In that year the Province boasted apparently of forty-nine schools with 1,328 pupils; by 1906-07 these gratifying figures had sunk to twenty-two schools and 840 pupils, to be reduced in 1911-12 to six schools and 388 pupils. It cannot be pretended that during the past decade Burma has developed any earnest or spontaneous demand for the extension of technical education. Speaking generally, managers of commercial and industrial undertakings prefer to import their skilled labour, in the lower ranks, from India or the Chinese settlements and, in the higher, from Europe or America.

Technical Schools.

2. But the 'slump' has not been what it seems from the figures, which in 1901-02 included twenty-one Survey Schools with 552 pupils and nineteen Kindergarten 'schools' or departments and other miscellaneous classes and institutions, the connection of which with what is commonly understood as technical education was of the vaguest. Survey* and Kindergarten Schools are no longer included in the returns of 'technical schools,' but are dealt with separately in other connections. The six existing institutions shown as 'technical schools' comprise the Government Engineering School, the Apprentices' School, Insein, St. Mary's School and the Prome Road Convent, Rangoon, the Reformatory, Insein (the scheme for the removal of which to Thazi has been deferred owing to a difficulty as to water-supply and to want of funds) and the Bghai Karen School, Toungoo. In the first and last of these the numbers have declined; in the second and fifth they are stationary, in the third and fourth they have risen.

Government School of Engineering, Insein.

3. The re-organization of the Government School of Engineering, which was adverted to in the Quinquennial Report of 1906-07, has been carried out†. New

* Survey schools now number 19 with 282 pupils as against 18 with 392 pupils in 1906-07. The steady decline in these schools is attributed to poor pay and prospects in the Land Records Department, paucity of employment and more stringent tests.

† A diagram given in paragraph 45 of the Annual Report for 1909-10 (Chapter VII) illustrates the present arrangement of the school. At the top come engineering courses covering two or three years according to the qualification of the entrant. Alternative with them are Draughtsman's courses covering one or two years. The standard of admission to either course is the High School Final or Matriculation certificate or a pass by the third year of the Technical High School. These courses qualify for Upper Subordinate and Draughtsman's posts in the Public Works Department. Below is the Technical High School with a three-year course, entrance to which is given by a pass in European or Anglo-Vernacular Standard VII.—The Technical High School qualifies for Lower Subordinate posts in the Public Works Department.

buildings and shops with new fittings and machinery have been provided, the school enjoys excellent accommodation and a fine compound, the staff has been increased and is well paid—and the numbers in attendance have fallen from sixty-three to thirty-five. The institution, avoided by the Burman and the European, has served as a refuge for domiciled Indians and immigrants of very mediocre educational attainments from the Punjab and other Indian provinces. The causes of the school's unpopularity have recently been carefully investigated by the Education and Public Works Departments. The main causes seem to be—

(*i*) The Burmese temperament.
(*ii*) The social circumstances and requirements of the Burman.
(*iii*) The absence of sufficiently attractive and definite prospects in the Engineering Profession generally and the Public Works Department in particular.
(*iv*) The conditions of service in the Public Works Department.
(*v*) The standard, length and character of the school courses and the management of the school.
(*vi*) The expensiveness of the school and an alleged lack of adequate 'stipends.'
(*vii*) The omission to reserve scholarships exclusively for Burmans or half Burmans.
(*viii*) The disproportionate admission of Indians.

A change in the Headmastership is contemplated. It is proposed to place the school under a well qualified Public Works officer of the Imperial Service. If after a reasonable trial under these auspices the school still fails to fulfil its main purposes, *i.e.*, to attract the Burman and to provide an avenue not merely to the Public Works Department but to other careers in the Engineering and kindred professions, its closure will have to be considered.

Technical Educational Conference.

4. In November 1909 an important Conference was held to discuss the position of technical education and the best means of improving and extending it. Much divergence of opinion arose as to the best means to be employed, and considerable doubt was expressed whether the supply of technical education should wait upon the demand for such instruction or whether the demand might not be forced by the supply. In effect the recommendations of the Conference were:—

(*i*) That a central school for the training of students in technical subjects be established at Insein in connection with the Government Engineering School.
(*ii*) That schools for imparting technical education and training be opened by Government or Local authority at three or four local centres in the Province.
(*iii*) That missions and other private agencies should be encouraged to start craft classes to give instruction, *e.g.*, in gardening, agriculture, carpentry, smithery, masonry, brick-making, etc.
(*iv*) That in Vernacular Schools, where the technical subjects are the same as those laid down for Anglo-Vernacular Schools, the rate of grant should be the same.
(*v*) That hand and eye training should be extended in Vernacular Schools.

A report upon the Conference and copies of its recommendations were circulated to selected Commissioners, Deputy Commissioners and other officers of Government whose opinions and advice were also sought. Except in one point—the desirability of extending hand and eye training or manual instruction—the opinions thus obtained exhibited a perhaps not surprising lack of unanimity as to both principles and particulars. Eventually a final report was submitted to Government.

Manual training classes.

5. The action sanctioned by Government as a result of the Conference has consisted in the training of Vernacular teachers at the Government 'Slöjd' School, Moulmein, the starting of manual training classes in selected Vernacular Schools (Government or aided), the preparation of a special course of manual training for Vernacular Schools, the revision of grants for this subject and the giving of

financial assistance to Father Perroy of Thônzè for a special apprentices' carpentry class and to the Superintendent of the American Baptist Mission at Nyaunglebin, who has developed schemes for gardening and agriculture in connection with his schools. At Akyab as a memorial to the late King-Emperor a technical school giving manual training and teaching Slöjd and carpentry, tinsmithery, blacksmithery, cane and bamboo work, book-binding and tailoring, as well as the rudiments of a literary education, where necessary, is to be started. At Gyobingauk a Burman Vernacular School manager has opened a class in tinsmithing. Incidentally and without special aid from Government technical instruction is given in carpentry, boat building, brickwork, and gardening at several of the American Baptist Mission Schools, *e.g.* those for Karens at Bassein, for Kachins at Bhamo and Myitkyina and for Shans at Hsipaw. At several aided Anglo-Vernacular Schools (notably at St. John's, Rangoon and the Roman Catholic Mission School, Thônzè), as well as at the Government Normal Schools, woodwork or carpentry is undertaken in the Slöjd classes. At the Toungoo Bghai Karen School carpentry, printing, book-binding and (for girls) weaving are taught and grants awarded by Government. At the Prome Road Convent cookery, dress-making and needle-work, and at St. Mary's needle-work and lace making are done. In the Mandalay Circle weaving is taught at the S.P.G. Girls' School, Shwebo, and in fourteen Vernacular Schools. At the Reformatory boot-making has been added to the crafts taught.

New drawing syllabuses and courses.

6. During the quinquennium entirely new drawing syllabuses and courses for all schools have been prepared and introduced. A special feature in them is a series of copies based on Burmese design prepared under the auspices of the Education Department and Mr. Tilly, late Commissioner of Tenasserim and Provincial Art Officer. These are proving specially popular with Burmans. The tests for Drawing Teachers have also been revised. There are now 550 schools, (of which fifteen are European and sixty-six Anglo-Vernacular) teaching drawing to nearly 18,000 pupils, of whom some 8,600 passed in the tests applied, as against forty-six schools with about 4,000 pupils and 2,160 passes in 1906-07. The passes and presentations in singing have also risen. Needle-work is now taken by 5,352 girls in 288 schools of various kinds, 4,243 passing the test.

CHAPTER VIII.

FEMALE EDUCATION.

General remarks. Statements I & V.

1. It is unnecessary to dilate upon the innate capacity of the Burmese female and her comparative willingness to acquire at least a minimum of education. In 1906-07 Burma stood at the head of all Indian provinces in respect of the percentage of girls at school to the school-going population. Owing to the rise in population, in spite of a marked increase in attendance, the percentage has been only fractionally enhanced and stands just under 9. In the period under review the number of female pupils in public institutions of all kinds has risen by 17,244 and now stands at 75,909. Since 1901-02 the figures have more than doubled. The bulk of the increase is in the Lower Primary standards. In the Upper Primary and the Middle stages the additions exceed those of the period 1901-02 to 1906-07, but in the Lower Primary standards the rate of increase observed in the last quinquennium has not been maintained, another result of financial stringency and the reduction of grants. In Vernacular Schools the recently sanctioned institution of Lower and Upper Primary scholarships for girls should further improve attendance in the Upper Primary and Middle stages. The number in the High stage appears stationary, but that in the Collegiate has risen from two to twenty-two. Annual fluctuations in the High stage since 1906-07 are rather remarkable; they are paralleled (though not closely) by fluctuations in the figures for boys for the same stage. The fluctuations probably represent the incidence of the new Anglo-Vernacular curriculum and the new Normal School courses. In particular, one effect of the latter has been in the statistical tables to reduce the number of pupils shown in the High stage as against the corresponding figures for 1906-07.

At that date scholars who took the Anglo-Vernacular Secondary normal courses attended for their literary work ordinary High School standards and were reckoned into the totals of such standards. If therefore the number of students taking the present Middle School or Higher Grade normal courses were included, the returns for the 'High stage' would stand considerably higher.

Provision for girls' instruction. Statements III & V.

2. As has been stated under 'primary education' many girls attend boys' schools and some boys attend girls' Schools. The number of schools for girls is not large; there are thirteen Anglo-Vernacular Schools, eighteen European Schools and 603 Vernacular Schools for girls. The number of girls attending ordinary Anglo-Vernacular Schools (whether for boys or girls) is 2,490; that of girls attending ordinary Vernacular Secondary Schools is 15,066, but the large majority of these are in the primary stage. Government now maintains five Vernacular Girls' Schools, of which four are of secondary grade. There is one District Cess Lower Primary Girls' Vernacular School. All other public institutions for girls are maintained by aided agency.

Curricula.

3. Girls still follow in the main the same curricula as boys (except in the European Schools). In connection with the Anglo-Vernacular curriculum and rules concerning it, efforts have been made by the Department to extend the teaching of hygiene, domestic economy and needlework, special alternative courses having been laid down for the last. Calisthenics too has become compulsory for girls in Anglo-Vernacular Standards I to III and is encouraged by grants in Standards IV to VII. For Vernacular Schools courses of needlework have been issued but are not compulsory, and Calisthenics also remains optional. The vernacular elementary science and object lesson courses contain topics connected with hygiene and suitable for girls. In the Normal School courses women do not take Pâli and Mensuration, and may be excused Algebra and Geometry for the Middle School and Primary Anglo-Vernacular Certificates.

Building grants.

4. Government has made liberal building grants during the period to managers of aided girls' schools, notably to the following Anglo-Vernacular Schools and Normal Schools: St. Anne's Convent, Akyab, Methodist Burmese Girls' School, East Rangoon, American Baptist Mission Burmese Girls' School, Kemmendine, Roman Catholic Mission Anglo-Vernacular Convent, Buthedaung, Roman Catholic Mission Normal School, Bassein, St. Mary's S.P.G. Normal School, Rangoon and the American Baptist Mission Normal School, Kemmendine. The Government Girls' Vernacular Schools are being provided with buildings similar to those put up for boys' Vernacular Schools. Improvements in equipment have been general, especially in respect of articles required for Kindergarten and object lessons.

Appointment of Inspectress and Assistant Inspectress.

5. Posts of Inspectress and Assistant Inspectress have been sanctioned but could not be filled for want of funds. As an interim arrangement, Miss H. Laughlin, the head of St. Mary's School, Rangoon, has acted as part-time Inspectress of Needlework in European and Anglo-Vernacular Schools. Her visits and supervision have been productive of general good, and the thanks of the Department are due to her not only for this work but for the valuable advice and information she has afforded it on various subjects connected with the education of girls in Burma.

Expansion of Female Education. Statement I.

6. The question of the expansion of female education came under careful examination in 1911. It is complicated by the fact that *pôngyis* do practically nothing and missions relatively little towards the Vernacular education of girls. Missionary agencies appear to prefer Anglo-Vernacular work and only two or three monks in the whole province have included girls among their pupils. Hence if missions and monks adhere to these lines, in order to provide sufficient vernacular schools for girls the Department will have either to establish State schools or to encourage Vernacular lay managers to set up aided schools. If the expansion of boys' vernacular education is to be carried out mainly or largely through the monastic schools, an undesirable multiplication of schools and waste of teaching power and money may ensue, since, as *pôngyis* do not receive girls, separate provision for girls will be necessary in each school area. If, on the other hand, expansion is to proceed largely through lay schools, duplication of this kind can be avoided, because in such schools co-education is always possible. As the female school-going population is put at 889,758, of whom scarcely 80,000 are reported

as being under instruction in public or private schools of any sort, it is clear that facilities for female education require expansion tenfold before the mass of the sex can be considered literate. To overtake this task provision not only for teachers but also for inspection (a specially difficult problem) is essential.

CHAPTER IX.

EUROPEAN EDUCATION.

General remarks. Statements III & IIIB.

1. According to figures presented at the Conference on European Education recently held at Simla, Burma stood fourth among the provinces in respect of scholars in 'public' European Schools. The returns show twenty-nine 'public' schools for Europeans with 4,039 pupils, of whom however 486 are non-Europeans. Deducting the latter but adding 476 European pupils attending non-European Schools, we get a net total of 4,029 Europeans under instruction. Among Europeans of course are included 'Anglo-Indians' (the new designation for Eurasians). In 1906-07 there were nineteen 'public' schools (including the Industrial School, Prome Road, Rangoon) and (net total of Europeans and Eurasians) 3,406 pupils. The increase since 1906-07 has been not far from double that of the foregoing quinquennium.* What is even more important to the well-being of the community, there has been a very marked increase in the numbers in the middle stage and a by no means negligible increase of boys in the high stage. Curiously enough, however, the figure for girls in High Departments has dropped by two. But the decrease is apparent only: it is due (as in similar cases noted elsewhere) to the incidence of the new Normal School rules, which have diverted to special literary courses at Normal Schools girls who, under the old system, would have been taking their normal work while attending the high standards of ordinary schools, and would have been counted under those standards. Few boys of this community have any ambition to become teachers; the figures for boys therefore do not vary concomitantly with those for girls.

Code for European Schools.

2. The present Code for European Schools was introduced in 1906. The beneficial effects produced by the rescue of European and Anglo-Indian children from the overwhelming mass of Anglo-Vernacular pupils, and by setting up a more 'home-like' system of instruction and training for them, cannot now be doubted. In its main outlines the Code was substantially that adopted in the Indian provinces. In order to suit conditions in Burma, however, important differences of detail have been effected. Thus the system of grants is that obtaining for Anglo-Vernacular Schools in Burma, the amounts and ages laid down for scholarships have been raised, the local system of stipends for European orphans and apprentices has been incorporated, and the Department has supervised promotions, the Middle School examination held by the Department in Standard VII being utilized as a promotion test. In the last particular the practice of the quinquennium has now been modified. The present position is that promotions are determined by teachers or managers, except in Standard VII, where promotions are decided on the results of separate examinations which are conducted *in situ* by the Education Department. If promotions in other standards have been unduly made, the Department is empowered to reverse them or to re-examine.

Revision of the curricula.

3. A still more important change was the revision of the curricula contained in the Code of 1906. The revision was the work of a Sub-Committee of the Educational Syndicate composed of the Inspector of European Schools and Principals or Managers of Schools. Their proposals were adopted by the Education Department after reference to the Educational Syndicate and with certain modifications. The revised curricula were finally sanctioned by Government in 1909, but were introduced gradually. By 1912 they were in full working order. The new courses for boys comprise Compulsory, Optional and Additional subjects.

* According to the census of 1911 the population of Europeans and Anglo-Indians in Burma is 24,549. At 15 per cent. the school-going population in these communities would be 3,682. It seems therefore that among the 4,029 pupils returned as genuine Europeans or Anglo-Indians are included some who have no right to these designations (*cf.* remarks in paragraph 64, Chapter IX, of Annual Report of 1908-09).

Compulsory subjects are those in which a pupil must pass; they include English, Arithmetic, Geography, Mathematics, English History and a Second Language. Optional subjects are another language, Science, Higher English, Higher Mathematics, History of India; one optional is required in the Middle stage and two in the High stage. Additional subjects do not count toward a pass; they comprise Drawing, Singing, Object lessons, Shorthand and Typing, Manual Instruction, Drill and Hygiene, the teaching of the last two being obligatory. The girls' curriculum follows a similar three-fold division of subjects, but includes subjects suited to the the needs of girls, *viz.*, Needle-work, Dress-making and Domestic Economy. A second language is not compulsory for girls, but on the other hand they have to take more optionals than boys do.

General effect of the revision of the curricula.

4. The general effect of the revision has been to increase the number of compulsory subjects and reduce the number of optionals taken but often scamped. It is questionable, however, whether the public school boy at home is required to take so many subjects as those with which children wrestle under our present curriculum. An almost fatal defect inherent in the local curriculum, however excellent otherwise, is the absence of recognition by educational authorities outside India and the want of an easily ascertainable standard of attainment common to Indian schools for Europeans and British schools of approximately equivalent calibre. These disadvantages have led some though by no means all managers to press for the substitution of the Cambridge Senior Local tests for the Provincial High School Examination. The unreserved adoption of the former is for various reasons inadvisable in Burma, where the general standard of courses in the High Department seems to be superior to that of the English local examinations, but certain combinations of subjects permissible under the Cambridge *Schools* Examinations * might perhaps be attempted with advantage in lieu of the provincial scheme.

Agencies carrying on schools for Europeans. Statement IIIB.

5. With the exception of the Government European School at Maymyo all schools for Europeans in Burma are carried on by aided agency, almost entirely denominational. Thirteen belong to the Roman Catholic Church, eight to the Anglican, four to other Protestant churches, two to the Burma Railways and one to an undenominational proprietary body. Five schools (two for boys and three for girls) are situated in 'the hills.' The Government School, Maymyo, was established to provide a good undenominational European education in a healthy locality in Burma for children whose parents could not afford to send them 'Home' and did not wish to send them to schools at Indian Hill stations. During the quinquennium it has grown and improved considerably—especially under its present Headmaster, Mr. Ainley, a graduate of Cambridge. In 1906-07 there were seventy-one pupils. The numbers now stand at 146, of whom eighty are boarders. A sanatorium and additional hostel accommodation were added in 1908-09, but the latter is now insufficient. There are ample playing fields and a gymnasium, but no provision exists for science work or manual training. There being no separate Normal School for Europeans in Burma, it has been suggested that such a school should be started at Maymyo in connection with the Government School. But as the latter is exclusively for boys and a European Normal School would be attended very largely by girls there are obvious difficulties in the way of such a proposal.

Concentration of Schools.

6. The Provincial Quinquennial Report of 1906-07 adverted to the question of 'concentration.' During the quinquennium no definite policy has been laid down by Government. The question was taken up at the recent Simla Conference. Whether the solution recommended at that gathering will meet either the actual needs and conditions of Burma or the wishes and aspirations of managers remains to be seen. But it is evident that the cause of true education will not be served nor the best results attained if expansion is to be permitted either indefinitely and on no considered plan or to suit the peculiar ends and exigencies of sectarian managers only. It is equally obvious that in this department of education Government must work mainly through denominational agency, but if future developments are to be conducted on economical and efficient lines, a 'concordat'

* For these *vide* the Report of the Consultative Committee on Examinations in Secondary Schools published by the English Board of Education, pages 170, 184, 370, *sqq.*

among the Churches concerned will be essential—and perchance in some cases a 'self-denying ordinance.'

Erection of new buildings.

7. In addition to the extension of the buildings at the Government School, new buildings have been erected by the aid of liberal grants from Government at the English Girls' High School, Moulmein, Diocesan Girls' High School, Rangoon, Diocesan Boys' High School, Rangoon, St. Michael's School, Maymyo, St. Joseph's Convents, Toungoo, Mandalay and Maymyo, American Baptist Mission European School, Mandalay, St. Matthew's School, Moulmein, St. Paul's European School, Rangoon. At present the separation between the Anglo-Vernacular and European Schools at St. Paul's, St. Patrick's and St. Peter's is incomplete, but when the building schemes have been carried through the European School in each case will be self-contained and definitely marked off from the Anglo-Vernacular.

CHAPTER X.

EDUCATION OF MAHOMEDANS.

General remarks. Statement III.

1. In spite of annual and local fluctuations there has been a marked increase in the number of Mahomedans under education, the total having risen from 10,965 in 1906-07 to 14,553. Hence at present of the possible Mussulman school-going population nearly one-fourth is at school. Of the total under instruction 66 per cent. or 9,626 attend public institutions; of these fifteen are in a College, 3,452 in Secondary Schools of various kinds (259 in Anglo-Vernacular Mahomedan Schools, 348 in Secondary Vernacular Mahomedan Schools) and the rest in Primary Vernacular Schools. In Rangoon the numbers have more than doubled, and there has been a fair increase of pupils in Akyab District, though not so large as was to be expected in view of the large Mahomedan element in the population there. During the quinquennium two special Vernacular Schools for Mahomedans have been established in the Akyab District and are maintained from District Cess Funds. The appointment of a special Deputy for Mussulman Schools has resulted in the return of figures for nine districts for which previously figures had been lacking. It is however extremely difficult for a single officer to deal satisfactorily with the educational requirements of all the Mahomedans scattered over the province. A separate Mahomedan inspecting officer is required for Arakan, where the Mussulman community is strongest. Proposals for the appointment of a Mahomedan Deputy Inspector of Schools for Arakan have now been approved. At Akyab there is a Government Vernacular Normal School under a Mahomedan Headmaster. New buildings are being erected and a practising school will be attached; it is hoped that thus improved the Normal School will attract the better class of Mahomedan Vernacular teachers. At present the quality of the ordinary Mahomedan Vernacular teacher and of his teaching is too often very poor.

Statistics of Mahomedans under instruction. Statement IIIa.

2. There has been a gratifying rise in the figures for Mahomedan girls under instruction, who now total in public institutions 1,775 against 1,026 in 1906-07. In private schools the total has risen by 336 and now stands at 1,229. Of those in public institutions eleven attend European Schools, and thirty-one Anglo-Vernacular Schools; of the rest the bulk is in Upper Primary Vernacular Schools. The following quotation from the Census report is of interest in this connection: "Perhaps even more striking than the high proportion of general literacy among the Hindu and Mahomedan populations is the marked contrast between the literacy of the female members of these religions in India and Burma. In India the proportions of literate females are 5 and 3 per 1,000 for Hindus and Mahomedans respectively. In Burma they are 53 and 77 per 1,000, in the latter case rising above the proportions of literate Buddhist females."

CHAPTER XI.

THE EDUCATION OF SPECIAL CLASSES.

General remarks.

1. The various sections of the population connoted by the term 'special classes' and the general educational methods adopted were described in the last

Quinquennial Report. Since 1906-07 no radical changes of method have been made. Among the miscellaneous tribes the Manipuris have dropped out from the 'public' school list and a new tribe has been added, the Leshaws (or Lisaw or Lisu) a "widely scattered tribe having its headquarters in the Salween valley to the East of Bhamo and Myitkyina Districts" (Census Report, page 202). These people in customs and language are succumbing to the influence of the Chinese, with whom they intermarry; hence perhaps their incipient leaning towards education. The interesting Intha tribe has also accepted registration, and twenty-three schools with 866 pupils have been registered. Generally the figures for 'public' schools have improved (especially for Vernacular education). The total of pupils in public schools for special classes stands at 39,887 against 33,341 in 1906-07. If the pupils of these communities who are attending ordinary public schools be added, the total of 'public' pupils of this kind is raised to 50,171. There is also a slight rise in the figures for private schools of this class, but the figures cannot be relied on.

Special schools for special classes.

2. The Government Anglo-Chinese School at Bhamo, intended originally for the production of interpreters, utterly failed to fulfil its purpose and was generally inefficient. It was therefore closed in 1909-10. The Anglo-Chinese School at Mandalay has increased in numbers and is doing good work. As regards particular tribes or communities under Vernacular education, the Karens show a marked increase, as do Shans and Tamils and Telugus. The Talaings on the other hand shew a marked decrease in public schools of this class and in scholars, which is not accompanied by any rise in the figures for private schools. In view of the fact revealed by the recent census that there has been a large increase in the number of people using the Talaing language, this decrease at first sight seems surprising. The explanation seems to be that the actual members of the Talaing race have not increased in the same degree as the number of those speaking Talaing, and that the Talaings being an ancient race with historic and literary aspirations frequent the Anglo-Vernacular and Burmese Schools of a general character rather than those intended for special classes.

Special developments.

3. Certain special developments may be touched upon, notably the system introduced into the Northern Shan States, where the interest taken in education by the Political Superintendent and his ready co-operation with the Inspector of Schools have done much to promote Vernacular education. There are two Government Vernacular Schools maintained from Provincial Funds at Lashio and Mogôk. The Lashio School is now well established and is doing good work. At Hsipaw there is an improving Anglo-Vernacular School under the American Baptist Mission. As regards other schools and the new system adopted the Inspector's account will prove interesting.

> "In 1911-12 all lay schools were taken over by the State and became State schools, the Manager becoming the Headmaster. Teachers receive fixed salaries plus a bonus for specially good work, and the cost of school equipment and buildings is now met from State Funds. Result grants are paid into the *Sawbwa's* Treasury, and he is regarded as the Superintendent of all schools in his State. Government continues to give half salary grants to budget provision. This system is at present somewhat expensive, as all teachers are imported from Burma and require higher salaries than they would be willing to work for in their own country. The cost to Government per pupil during the past year has been a little over Rs. 5 and the cost to the State about the same, if non-recurring charges which have been paid from State Funds be excluded. When Shans replace the Burmese teachers, which should be before many years, the cost should be far less. The only difference between these schools and Government Vernacular Schools is that teachers are not pensionable. The opening of a Normal Department at the Government Vernacular School, Lashio, or at the State School, Kyaukmè, is essential if we are to replace Burmans by Certificated Shans."

Government Anglo-Vernacular School for the sons of Shan Chiefs.

4. At Taunggyi, the chief town of the Southern Shan States, the Government Anglo-Vernacular School for the sons of Shan Chiefs continues to flourish under Mr. Lee. The number of pupils however remains stationary, and there is a tendency to keep them there long after the usual school-going age. The grade of instruction has risen to the Ninth Standard but the present staff is inadequate for the number of standards. In addition to English, Burmese and Shan are taught. The buildings have been extended by two class rooms, and a special sick ward has been provided at the hospital for possible patients from this school.

Telugus and Tamils.

5. As regards the Telugu and Tamil sections of the immigrant population, extracts are appended from an interesting report submitted by the Deputy Inspector for Tamil Schools. The effect of his remarks except, in regard to female literacy, is in general accord with the conclusions drawn in paragraphs 156, 266—268 of the Census report.

"On a study of the locality of the schools, it will be found that Tamil schools have not continued to increase at the same place for a number of years. Instead of taking root and growing stronger in numbers and efficiency, after two or three years very many of them cease to exist, and another school is opened in another place and has a similar short-lived existence. And two or three years after, a new school is started under a new teacher in the first mentioned place. This phenomenon is explained by the fact that the Tamils do not live in large numbers in any one place, that as the pupils attain a certain stage of progress—the Lower Primary stage—they are considered as being sufficiently advanced and sufficiently grown up to help the parents in their work. In the second and third year the teacher realises that the parents of pupils have not been so liberal in carrying out as in making promises to induce him to live in their midst. It should be remembered also that the teachers themselves, if they have laid by a few rupees, must go home to South India to see their friends owing to death, marriage, etc., and that the parents themselves if they have been prospering a little, must go to South India, or if coolies or labourers in the fields, are deceived by their employers and thus have to move in search of pastures new. Thus there is uncertainty with regard to managers, parents and pupils, and as a consequence Tamil Schools do not make rapid progress. Thus we see ups and downs in the numbers of schools and pupils in attendance in the past years without any apparent reason. With a new set of very young pupils grown into school-going age, a new teacher starts a new school perhaps on the very spot where was a school three or four years ago.

"To most of the Village Teachers many of the subjects of our curriculum are distasteful. Object Lessons, Geography and Kindergarten they would gladly be without. In this the Teacher and his patrons are quite agreed. The parents' ambition is that their sons should be able to read aloud or chant some of their favourite ballads and religious works, and read aloud in a sing-song tone extremely difficult verses from well-known Tamil Classics in vogue among them, which neither the reader nor his hearers including the teacher, understand.

"The Tamil people in the fields and in Rice and Timber Mills of Rangoon and Moulmein belong almost exclusively to the less advanced tribes and clans of the Tanjore, Madura and Tinnevelly Districts.

"They are slow to value education for boys and do not care at all for the education of their girls. They have a strange but deep rooted prejudice against female literacy believing quite honestly that it unwomanises woman. This feeling accounts for the striking disproportion between the number of boys and girls in a school. To show how a fairly educated man in civilised Rangoon looks on education for girls, a well-to-do cooly maistry or contractor in Upper Pazundaung stipulated from the teacher that his daughter was not to be taught *Writing*. The reason for the prohibition is the fear that girls will write love-letters.

"Many of the well-to-do among the people who hail from the extreme South of India, however, equally with the more intellectual classes of different strata of Tamil society found in the towns, are attracted by English Education. As a consequence, pupils, if their parents are able to provide, rush into Anglo-Vernacular Schools after passing the second standard. Thus there are very few pupils in the Upper Primary Departments even, and the very few Middle Schools that there are, are very poorly attended.

"Having no home, living at the good-will of the villagers, harassed by impecunious and unscrupulous parents, a stranger and a sojourner in a strange land, poor and often despised, the Tamil village school master in Burma is an object to be pitied. He cannot be considered passing rich on forty rupees a year."

School for the Blind.

6. The one School for the Blind in Burma has passed through various vicissitudes during the period. The former Headmaster has had to be removed. The school is now in a new and good building, the Committee has been reorganized and new rules for its procedure have been drawn up. The work undertaken remains the same; the number of pupils is thirteen only.

CHAPTER XII.

PRIVATE INSTITUTIONS.

General remarks.

1. In the last Quinquennial Report it was pointed out that the figures for private schools were not reliable. At that time they were collected (or invented) mainly by Itinerant Teachers. As a result of the abolition of Itinerant Teachers and the failure to increase the inspectorate to the necessary extent in compensation, or to supply

any other agency for the collection of these figures, it has become quite impossible to furnish accurate statistics in regard to these institutions. It is obvious, moreover, that the figures supplied to the Department by managers are, to say the least, inadequate. If the school-going population be put at 1,817,282 and from this be deducted the number of pupils in public schools, the remainder is 1,546,972 against the paltry 174,945 shown under 'private institutions' in the Departmental tables. If the number of girls of school-going population be put at 889,758 and from this figure be deducted the number of girls attending 'public' institutions of all sorts, the remainder is 813,849. The Departmental return for girls in private schools is 3,507 only, less than the figure for 1906-07 (4,129). But even if that return were multiplied tenfold it would still be only too probable that the vast majority of girls not attached to 'public' institutions is not in attendance at any school. According to the census report 357,995 females were returned as literates in 1911. Owing to the much stricter connotation of the term 'literacy' enforced in the recent census it is likely that this figure largely excludes girls at school, most of whom are in the Lower Primary stage, but it may perhaps be assumed that most of these literate females are the product of the 'public' rather than the private schools. Hence, even if we allow for the possibility of a very much larger number of girls than that stated in the Departmental tables obtaining private education, and if, on that account, from the total of the school-going population not comprised in public schools (*i.e.*, 1,546,972) we subtract only 753,000 girls who probably attend no school at all, we are left with roughly 793,000 boys who *may be* (not necessarily are) attending private schools against the 171,438 boys accounted for in the Departmental figures for private schools.

Statement I.

Monasteries constitute the bulk of private institutions.

2. The number of literate males in 1911 was returned at 2,312,883. As in the case of females, it is probable that this figure excludes a large number of school-boys, since the majority of male pupils in both public and private schools are in the elementary stage. Nevertheless many (probably the majority) of these literate males must be the product of the 'public' schools, while the rest are the product of private institutions. Monasteries constitute the bulk of the latter. How many monasteries there are in Burma not even the compiler of the Census report seems to know. But, specially administered tracts being excluded, there are 18,640 village-tracts and, if on an average at least one monastery is assigned to each tract, the total probably will not be excessive, even though it exceeds the total of monastic schools returned by the Department (*i.e.*, 2,470 public plus 16,018 private *kyaungs*). It does not follow that every monastery is actually a school or every monk a teacher. At some monasteries meditation and the repetition of the scriptures, tempered by necessary exercise to be obtained in mendicancy, are the only occupation of the religious. At others monks are practically peripatetic, or come and go so often that none settles down to a teacher's routine. Still it may be safely assumed that there is a sufficiency of actual monastic schools to meet the needs of the total number of male pupils of school-going age not already attending public institutions. Whether all such Buddhist pupils actually attend these schools and, if so, for how long, are other questions.

Monastic school system as a factor in any scheme for the expansion of Vernacular Education.

3. From the above considerations it will be apparent that it is impossible and undesirable to treat the monastic school system as a negligible factor in any scheme for the expansion of Vernacular education. It will be equally apparent that no wholesale provision of new schools as such is required. It seems also clear that even if existing monastic schools include all educable Buddhist males not attending public schools, such schools do not render by any means all their pupils 'literate' in the present sense of the term; otherwise the totals for 'literacy' in the province would be higher. It would be dangerous to build exclusively or too extensively on the monastic educational system as a foundation. As has been repeatedly pointed out, the usual teaching in private monastic schools comprises a set of "3 R's" peculiar to Burma, *viz.*—"Reading, Writing and Religion." It does not ordinarily include Arithmetic—or any other subject than those stated. The system does not contemplate the education of girls, for whom separate provision will be necessary. Nor does it provide for the instruction or training of the monks as teachers. Lastly the traditions, if not the rules, of the more orthodox of the Order militate against the Erastianism

implied in any acceptance of state supervision and interference. Thus, while such sects as the Mahagandis and Thudamas accept the overtures of the Department, others like the Sulagandis and Dwaras prefer to remain aloof. It is possible that for monastic schools of the most elementary type the reduction of the Vernacular curriculum to the '3 R's' mentioned above, the elimination of detailed inspection or examination and the payment of grants to village *kyaung* committees, instead of to *pôngyis* direct, might conciliate some of those who stand out, but it is by no means certain. The attitude adopted by most *pôngyis* to the existing "B Schools" is not an encouraging precedent. Of the quality of the education to be thus afforded even less can be predicated. More productive measures may be the revival and extension of the corps of Government assistant teachers available for distribution to monastic or other Vernacular Schools, and a scheme for training *upazins* and *koyins* to become teachers in monastic schools. Perhaps as suggested by the Inspector of Schools, Mandalay, the tests required under the scheme may be associated with the already popular *Patamabyan* Examinations. *

Schools other than Monastic Schools included under Private Schools. Statement III.

4. The private schools on the Department's tables are of course not all monastic schools. Among others are included 210 Koran Schools (one of which is for girls) and forty-five Vernacular Tamil Schools situated mainly in Rangoon, Hanthawaddy, Pegu, Prome and Moulmein. In Rangoon the Mahomedans also maintain three Anglo-Vernacular unregistered schools, the Chinese two, one of which is for girls and has 150 pupils, and one Vernacular School. Another well known Anglo-Vernacular School in Rangoon, for some reason overlooked by the Inspector of Schools in his returns and therefore not included in the table, is the Theosophical Society's School under the patronage of the Honourable Mr. Cowasjee. In the Annual Report of 1909-10 allusion was made to the dangers and difficulties involved in the existence and multiplication of unregistered or even unknown Anglo-Vernacular Schools (*i.e.*, unknown to the Department). The question however is one which cannot be practically taken up with the present inspecting and administrative staff of the Department. In any case if a great expansion or work among private schools, Vernacular or Anglo-Vernacular, is to be undertaken a proportionate extension of the inspectorate is a *sine qua non*.

CHAPTER XIII.

MORALS AND MANNERS.

Exercise and Hostels.

Religious Instruction.

1. An alleged decay of ancient manners and morals, due to the importation of Western education, and the possible remedies have been discussed generally in the last Provincial Quinquennial Report and the Annual Report for 1908-09. The subject was also considered incidentally at the Allahabad Conference of 1911 in reference to the question of the desirability of introducing 'direct moral instruction.' In Burma a practical measure of the greatest potential importance has been adopted during the quinquennium. In 1909-10 Government sanctioned under certain conditions the giving of religious instruction in State schools. The chief conditions are the equal recognition of various faiths or creeds, the provision of instruction out of school hours without compulsion and at the request of parents or guardians only, the separation of any fees collected for religious instruction from school fees, the approval of the selected teacher or minister by the Inspector of Schools and the prohibition of any religious ceremony, festival or public act of worship within the school precincts.

Working of the scheme for the imparting of Religious Instruction.

2. At present such instruction, chiefly Buddhist, is given in sixty State institutions. Ministers or accredited representatives of other religions of course have equal rights of access to the pupils of their own faiths. In mission and monastic schools religious instruction continues to be given as before; in most aided Vernacular Schools under lay managers 'Boddha Batha' figures in the school time table. The effect of the new departure is illustrated in the following extracts

* For fuller details as to the Inspector's proposal *vide* Appendix B.

from the reports of the Inspector of Schools, Meiktila, and Inspector of Schools, Irrawaddy and Arakan Circles.

(i) "The system of religious instruction introduced two years ago is working quite smoothly. The Chin School at Mindat Sakan, in which the pupils are Animists, declines religious instruction. The Municipal School, Thayetmyo, also has no religious teaching for reasons already reported. I am inclined to think that the large Indian element on the Municipal Committee and the indifference of Deputy Commissioners have much to do with the rejection of religious instruction. At all other Government and Municipal Schools Buddhism is taught, sometimes by a *pôngyi* or Sayah from outside, more often by the class teachers using U Môn's hand-book. Mahomedanism also is taught in Thazi, Yamèthin, Allanmyo and (privately) at Magwe. It is impossible to gauge the moral results of the teaching. If it has the effect of weakening the belief that 'secular' instruction alone is the proper work of schools, it will not be wasted. Perhaps ultimately parents, teachers and district officials will rise to the conception that no form of instruction whatsoever can be wholly secular, and that what is called religious instruction has for the most part less connection with religion or morals than the solution of a problem in geometry or the writing of a copy."

(ii) "Buddhism, as a rule, is the only religion in which facilities for instruction have been desired and provided. There are, however, at the Government Anglo-Vernacular School, Sandoway, four Christians who are given Bible lessons by the 2nd master and seventy-five Mahomedans taught in the faith by two moulvies every Friday. The lessons on Buddhism are the simplest in character and refer mainly to rules of conduct. Discussions on doctrinal points are avoided. The teachers are mostly members of the school staffs and receive no remuneration for their special services. Although the sanction of the Government to imparting religious instruction was received with delight on the part of the people concerned, practical help from them is not forthcoming. Such indifference however should not be taken as the general attitude of the parents in the whole province. There is no doubt about the desirability of the lessons. Reports from all schools where the subject is taken up regularly testify to the good results produced therefrom. The parents are not apathetic. They are keen enough to have the subject taught but look to the Government to do everything. They should encourage their children to attend the classes. The religious bodies need stirring up to give material assistance to the schools."

Discipline.

3. So far as discipline is concerned most public Anglo-Vernacular Schools in Burma bear a tolerably good character, but discipline is generally better where there is direct European supervision. On the other hand in Rangoon in three of the chief Anglo-Vernacular Schools, the Government High School, St. Paul's and St. John's, a 'strike' has taken place during the quinquennium, the most serious being that at St. John's which was abetted by malignant external influences. The causes in the other cases were trivial, and the movements were repressed without much difficulty by the authorities concerned. It cannot however be too widely understood that neither Government nor the Department recognizes 'the right to strike' on the part of pupils in public schools, and that pupils who engage in such action render themselves liable to the most drastic treatment. At the same time managers must stand together and refrain from accepting boys who have been concerned in such proceedings in schools not belonging to themselves. Apart from occasional disorders like strikes the most fertile source of trouble is a propensity to 'crib' in examinations, which seems both inveterate and widespread, and is too often pandered to by the laxity (to use no harsher term) of individual teachers. Efforts to check the practice have been adopted by the Department, which has taken steps more stringently to supervise examinations and has introduced special 'answer books' rendering the gentle art of 'interpolation' at once more difficult to practise and more easy to detect. A by-product of examinations, the manufacture and sale of forged certificates, an industry flourishing till the close of the last quinquennium, has been discouraged by the trial and imprisonment of a notorious offender, by a reduction in the variety of certificates issued by the Department, and by other checks.

Sports—Adoption of a new syllabus for Physical Training.

4. A pleasanter topic to dwell on is the extension of the pursuit of healthy sports, such as football, cricket, tennis, running and jumping, etc. In most of these the Burman boy with the necessary training and perseverance can reach a high standard, especially in association football and athletics in the narrowest sense. One of the most successful functions of 1911-12 was the 'combined School Sports,' at which the best of temper was shown by all participants and which were attended by His Honour the Lieutenant-Governor and Lady Adamson. Drill in 1911-12 was taken in 6,863 schools, gymnastics in 36 and Calisthenics in 190. In 1911-12, after careful consideration, a new syllabus for physical training,

based on that of the English Board of Education, was adopted, and drill was made compulsory (without grant) in all European and Anglo-Vernacular Boys' Schools from Standards I to III, drill or gymnastics becoming compulsory in Standards IV to VII but with grants. Drill has also been taken up in Vernacular Schools and is compulsory in Government and District Cess Vernacular Schools. Calisthenics are compulsory (without grants from Standards I to III) in all Girls', European and Anglo-Vernacular Schools.

5. Hostels now number 194 with 8,517 inmates. Of these 132 are for boys, sixty-two for girls. Thus there has been an increase of fifty hostels and 1,710 boarders since 1906-07. The extension of Government hostels is a crying need, second only to that of the erection of Government school buildings. As regards supervision and accommodation the remarks of the previous Quinquennial Report still hold good. **Hostels. Statement VIII.**

CHAPTER XIV.

FINANCE.

1. The sources from which educational expenditure is met and the system on which figures exhibiting the cost of education are drawn up were commented on in the previous Quinquennial Report. No organic change affecting either sources or statistics has taken place during the quinquennium. The financial stringency prevalent during the latter half of the period has severely restricted the increase of expenditure from Provincial Funds and has also affected expenditure incurred from Municipal Funds. Both sources show increased expenditure but the increases are very slight in comparison with corresponding increments of the previous quinquennium. Thus during the period from 1901-02 to 1906-07 Municipal expenditure on education doubled whereas from 1906-07 there has been an increase of merely Rs. 40,000 on Rs. 3,27,215 the sum expended in 1906-07. Apart from financial stringency the transfer of Municipal Anglo-Vernacular Schools from Municipal to Government control accounts for the decline. Provincial Funds show an expenditure of Rs. 18,98,061 in 1911-12 against Rs. 16,09,769 expenditure in 1906-07 but this increment of Rs. 2,88,292 includes a portion of the Government of India grant of eight lakhs paid in 1911-12. Hence the net increase in expenditure from Provincial Funds during the period does not exceed Rs. 98,108. **General remarks. Statement IV.**

2. The total expenditure upon education on public schools throughout the province stands at Rs. 47,36,641, an increase of very nearly 12½ lakhs on the expenditure at the end of the previous quinquennium. Of this expenditure aided schools are responsible for nearly 24½ lakhs, Government Schools for Rs. 9,21,345, and District Cess and Municipal Schools for Rs. 1,30,346. Of the increment almost one half comes from fees, while 1¾ lakhs are derived from 'other sources' (*i.e.*, subscriptions, endowments and other miscellaneous private contributions). The rest is made up by Rs. 2,88,292 contributed jointly by Provincial Funds and the Government of India, 1½ lakhs from District Funds and Rs. 40,000 from Municipalities. Roughly 9¼ lakhs of the increment has been spent in direct expenditure, the balance on indirect.* Of the actual total almost 31 lakhs represent direct and 16 lakhs indirect expenditure. As regards general heads of direct charges the largest increase is shown under Secondary Schools, on which Rs. 6,84,115 are now spent in excess of the corresponding expenditure of 1906-07. The total expenditure on Secondary Schools appears to be thrice as much as that on Primary Schools but it must be remembered that the large majority of pupils connoted under the term 'Secondary Schools' belongs really to the Primary stage. For Primary Schools the increment is under one lakh. Relatively a very heavy increase of Rs. 80,000 is shewn on Training Schools, due to enhanced provision for increased and improved staff. The falling off on Collegiate expenditure noted in the last Quinquennial Report has been amply compensated for since 1906-07, the total expenditure **Direct and indirect expenditure. Statements II & IV.**

* *Vis.*—Expenditure on Direction, Inspection, Scholarships, Buildings, Furniture, and Miscellaneous items.

on Arts Colleges having risen by Rs. 53,481. Under 'indirect expenditure' charges on all heads except 'Furniture' have risen, the increase under 'miscellaneous' being the largest of all.* Taken together the items for furniture and buildings show an increase of Rs. 4,790 only, there being a fall of Rs. 17,432 on 'furniture' alone.

Increase in expenditure on Public Instruction. Statement IV.

3. An increase of 12½ lakhs in expenditure on public instruction during a quinquennium of financial stringency will appear a matter for grave concern or genuine congratulation according to the temperament of those who consider it and their attitude towards education. Those who are inclined to condemn it as perverse extravagance may reflect on the facts that over one half the increase has come out of private pockets in the way of fees and contributions and that in Burma in 1911-12 the average expenditure on education per head of population amounted to sixpence farthing. Those who would applaud it as indicative of satisfactory progress may remember that ten years ago in Japan the corresponding average expenditure was more than four times as high,† that in 1902-03 the Japanese Government and local authorities spent on educational buildings alone £1,395,000 and that the Japanese system provides for institutions of all kinds from the University downwards.

System of grant for Vernacular Schools.

4. During the quinquennium the systems of grant obtaining for all classes of schools have been under careful consideration. For Vernacular Schools a 'maintenance' grant based upon considerations of attendance, number and quality of staff, efficiency of management and discipline, results of class work and condition of buildings was approved. Two scales were laid down, the ordinary, offering per pupil from Rs. 2 in the Lower Primary stage to Rs. 15 in the High, and the special, offering from Rs. 3 in the Primary to Rs. 20 in the High. In addition to the maintenance grant Vernacular Schools will still be able to earn salary grants and grants for technical and optional subjects. The new maintenance grants will be introduced tentatively in 1913 in lieu of results or fixed grants in selected schools.

System of grant for Anglo-Vernacular and European Schools.

5. The system of grant obtaining for Anglo-Vernacular and European Schools has been commented on in several reports and always unfavourably. Efforts to substitute for it a less complicated and more ingenuous system have not met with much success. A natural admixture of cupidity and conservatism renders managers suspicious of strange methods, especially if these appear to indicate increased calls upon their own resources. Systems preferential to the present would be any which fixed reasonably, simply and surely the several shares of expenditure to be met from Government grants, fees, and private sources, or which, while providing, possibly, for assistance in respect of rent, rates and taxes, would enforce a high standard not only of fees but of salaries for approved teachers and at the same time would entail a minimum of correspondence and dispute. Detailed proposals illustrating five possible systems of grant other than those now obtaining were presented to the Educational Syndicate in 1911. That body preferred an extension of the existing fixed grant system. The fixed grant for Anglo-Vernacular and European Schools being based upon the 'ordinary grant' inherits the defects of the latter, though in a mitigated form, since fixed grants are settled not annually but for a term of years and payments are now made not from six months to one year in arrears but quarterly in the year in which the grant falls due.

* This 'Miscellaneous' item includes payments for the staff and office of the Editor of Vernacular Text Books, fees paid to members of the Special Committee for the revision of Vernacular Readers, Contributions to the maintenance of the Educational Syndicate (Rs. 16,519) and the Teachers' Association, Examination charges, hostel charges (Rs. 43,255), Apprentice stipends, Travelling allowance of Teachers, normal and medical students, etc., etc., all payable from Provincial Funds. It also includes miscellaneous payments from Local and Municipal Funds, subscriptions and endowments from private sources and, last but largest, 'miscellaneous fees' Rs. 4,57,452.

† It was "equal to about £108 per 1,000 of population." *Education in Japan* by W. H. Sharp, Occasional Reports issued by Government of India,—No. II.

J. G. COVERNTON,
Director of Public Instruction, Burma.

RANGOON, 21*st September* 1912.

APPENDIX A.

Extracts from Inspection Notes by the Inspector of Schools, Meiktila Circle.

MAGWE DISTRICT.

"I visited twenty-five Vernacular Schools in Magwe District, fifteen monastic and ten lay schools; three of the former are on the B list."

* * * * *

"Of the monastic schools that I visited one at Nyaungzon had returned to the A list this year after two years on the B list, another at Magwe is to be put again on the A list. This is a good sign but I do not anticipate that many of the Lower Primary monastic schools which were put on the B list two years ago will return to the A list. Most of these are in the northern part of the district which is very backward. The monks in the southern parts, on the other hand, especially in Taungdwingyi, are amongst the most enlightened in the province. The friendly rivalry of U Sandima, *Upazin* in U Muneinda's *Kyaung*, and U Thondara, *Upazin* in U Laba's *Kyaung*, has produced excellent results. Maung San Tin the certificated teacher in U Muneinda's *Kyaung* has passed Vernacular Standard IX and permission has been given for the opening of a high department. The same teacher learned Slöjd in the Mandalay Normal Schools, and manual training has been taken up in the school with a very complete set of carpenter's tools. A duplicate of this set is to be found in U Laba's school where U Thondara shewed me long chairs, sand-table, and folding camp table made by himself. He has obtained two sets of excellent object lesson sheets, and himself teaches object lessons. From this school Maung Min Han was sent for three years' training to the Mandalay Normal School, intending to return to the *kyaung* and open a high department as a Certificated Assistant Teacher. He was however offered an appointment in the Normal School and remained in Mandalay."

* * * * *

"A young *pôngyi* at Chaungnet East, U Nyeya, who appeared for Standard VII last year, is another example of the best type of monastic school manager. He has in his school a kindergarten class as well as an Infant standard. It is such schools as these three which illustrate how very largely monastic opposition to object lessons, kindergarten and the like, is due to other causes than the rules of the Vinaya."

* * * * *

"A very good monastic school is maintained by U Nala at Thityagauk. His late certificated assistant teacher Tun E has gone to Allanmyo Municipal School as drawing master, and the present incumbent Maung Kin wishes to join the over-crowded ranks of qualified advocates."

* * * * *

KYAUKSÈ DISTRICT.

"I visited thirty-four schools—twenty-three lay schools and eleven *pôngyi kyaungs*. Of these, two lay schools and eight monastic schools are registered on the B list. In only one of these eight did I find any work going on when I visited them. Some were closed, so far as secular work was concerned, on account of fever and other sickness in the village. The pupils of the rest were out collecting rice—a task which appears to occupy all the pupils most of the forenoon."

"The district is notoriously backward in education, though the decline which commenced in 1908 now seems to have been checked. In three years the number of registered schools fell from 105 to 70. It now stands at 72, about half of these being monastic schools and the bulk of the monastic schools are on the B list. The indifference of the people to education may be gauged from the fact that there is no pupil in the district studying in any standard higher than Standard V. The only candidates for examination by Standard VII this year, as last year, are teachers. For this indifference various reasons are assigned. One is the extraordinary fertility of the district, which is protected against injury from deficient rainfall by a very complete system of irrigation.. Parents, it is said, can employ their children profitably in field work all the year round, and do not care to educate them. The slow progress of education in districts such as Meiktila and Myingyan is on the other hand explained annually by the failure of the rains and consequent scarcity; except in the rare years when a heavy rainfall produces a bumper crop, which has the same retarding effect on progress. Since the normal year never seems to occur, it is clear that we can look for no providential aid from the seasons to give to education the impetus it sadly needs, and there seems to be no other alternative than to increase the expenditure on *lay schools*

"This emphasis on lay schools introduces the second reason for the unprogressive character of Kyauksè. The priesthood in this district reaches on the average a very low level of honesty and capacity with a few conspicuous exceptions. There is no district in Burma where reversion to the lay state is more frequent or involves so little shame. In 1910 a *pôngyi kyaung* was registered at Shwebaw-gyun, where a wealthy *Kyaungtaga* and his wife built the *kyaung* and invited the *pôngyi* to take up his abode in it. In the following year the wife inherited property, divorced her husband, and became *Kyaung-ama*. Six months after the divorce she married the *pôngyi*. A similar case occurred at Singaing-gyi where the *Kyaung-ama*, a wealthy widow, spenk a thousand rupees on a school-building in the compound of the monastery, but before it was finished married the *pôngyi* and left the district. These cases are exceptional only in the circumstances attending them. It is quite common for a *pôngyi* to revert as soon as he has saved a little money or finds a suitable wife. For many years the most efficient school in the district was managed by U . . . . . at Myitha. The manager, who was fully certificated, became in 1907 a layman and in 1908 was appointed headmaster of the Government Vernacular School at Bhamo. There he studied English, and after passing the Seventh Standard Anglo-Vernacular was successful also in the Advocates' Examination; he is now practising as an advocate at Myittha. It is not surprising therefore that where lay schools and monastic schools enter into competition the latter suffer. For many years U Pandi of Kyauksè had a very successful middle school, but the growth of lay schools under certificated managers caused the gradual decline of his school, and he finally withdrew it from the register."

"A third explanation suggests that the monks, as is natural, merely reflect the general character of the population from which they are drawn. A large portion of the inhabitants belong to the old professional military class—a class always apathetic towards education or any but the grossest material interests. For five centuries the capital of Burma was either in Kyauksè District or on its borders, and recruits for the body-guard of the king and princes of the blood royal were largely drawn from the district, while discharged veterans were settled in it. The village of Hinngu, for instance, in Singaing Township, is peopled by descendants of Arakanese troops who took service with Bodawpaya, and the neighbouring village of Khanlu is occupied by the descendants of the Manipuri mercenaries, whom Bagyidaw employed in large numbers. It takes more than one generation to breed out characteristics ingrained by centuries of habit, and I am inclined to consider that this is the chief cause of the evil. The effect of planting out even one batch of military colonies was evident for many years in the criminal returns of Tharrawaddy District. The withdrawal of the less efficient schools from the register, or their transfer to the B list, has raised the average efficiency of the schools which remain on the A list, quite apart from the improvement manifested in these schools themselves. Eight of these are separately noticed below. The Rs. 500 schools are all working with the exception of that at Hanbyinbo which is temporarily closed on account of the death of the manager on June 12th. Certain schools will be suitable for inclusion in the fixed grant list next year, but the managers are so unwilling to adopt that system that I have for the present refrained from recommending them. I hope that it will be found possible to apply the maintenance grant at an early date. At Minzu I found a new struggling little school which has received all the aid possible under existing rules, but needs and deserves more. Under a system of maintenance grants it could draw 50 per cent. more than it earns in results grants. Fees are a very uncertain source of income. In many schools no fees are collected, but the teacher levies a contribution from the parents when he requires fresh stores of food or clothing.

"One very obvious and oft-quoted evil incident to payment by results is the tendency of teachers to measure the importance of a subject by rupees, annas and pies. The best school in the district discontinued the teaching and sewing to girls because the assistant mistress, being ignorant of crochet work, could not take up the full prescribed course and so earned no grants. She has been ordered to learn crochet and take up the subject again whether grants are earned or not."

* * * * *

"It is this attitude on the part of managers which has baffled the efforts of the Deputy Commissioner to introduce school gardens. He has distributed seeds to certain managers, but he has found them apathetic and full of pretexts for neglect. It is true that the best schools are generally situated in the middle of a town where a plot of ground suitable for gardens is rarely found just outside the door, but this is not invariably the case. At Myittha, for instance, the compound of Maung Aing's School offers ample room for cultivation, and even in the largest villages a plot could always be found within easy reach. The pupils might profitably spend in the garden some portion of the two hours between 7 and 9 which they now pretend to devote to the repetition of the Mingalathok. Apart from the educative value of school-gardens, in a district like Kyauksè they would have an immense practical value. The soil is rich and, thanks to the irrigation canals, the amount of water admitted to the crops can be accurately regulated. Yet very imperfect advantage is taken of these conditions, and many valuable crops are not grown at all. Land suitable for cultivation of a high order is wasted on paddy and inferior plantains.

* * * * *

APPENDIX B.

Extracts from a Note by the Inspector of Schools, Mandalay Circle.

" Some years ago I suggested to the chief Sadaws in this Town that secular as well as religious instruction should be imparted in those monastic schools that prepare *pôngyis* and *upazins* for the *Patamabyan* Examination, so that these same men would be able to impart both secular as well as religious instruction when they became Heads of *Kyaungs*. Nothing resulted from this suggestion. I have recently again brought this proposal forward and with more success this time. I suggested that, associated with the *Patamabyan* Examination, there be examinations in Arithmetic for *pôngyis* and *upazins* to be called the Patamangè-gananthincha and the Patamalat-gananthincha, and that monastic certificates and grants be given to those passing, the former examination to correspond with Standard IV and the latter with Standard VII. Five *pôngyis* in Mandalay Town, three fully and two partially certificated, have expressed their willingness to teach this subject. Further, though the complete list of *pôngyis* and *upazins* who are willing to be taught has not yet been obtained, it is safe to predict that at least 200 will sit for one or other of these tests,

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GENERAL TABLE NO. I.—*Abstract Return of Colleges, Schools and Scholars in Burma for the official year* 1911-12 (Chapter I, paragraph 2 ; Chapter III, paragraph 1 ; Chapter IV, paragraph 1 ; Chapter VI, paragraphs 7 and 10 ; Chapter VIII, paragraphs 1 and 6 ; and Chapter XII, paragraph 1.) **(For details see General Table No. III).**

Total area in square miles.	Area and Population.		Institutions and Scholars.	Public Institutions.								Private Institutions.		Grand Total.	Percentage of	Remarks.
	Number of Towns and Villages.	Population.		Collegiate Education.		School Education—General.			School Education—Special.		Total of Public Institutions.	Advanced.	Elementary			
				Arts Colleges.	Professional Colleges.	Secondary Schools.	Upper Primary Schools.	Lower Primary Schools.	Training Schools.	All other special Schools.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
230,839	Towns 63	Males 6,183,494	Institutions for Males...	2	...	869	2,707	2,057	8	253	5,896	...	16,610	22,506	Institutions to number of towns and villages = 61·50.	
	Villages 37,678		Institutions for Females	...	...	82	287	265	4	2	640	...	65	705		
		Females 5,931,723	Total ...	2	...	951	2,994	2,322	12	255	6,536	...	16,675	23,211		
			Scholars Males...	302	...	65,786	80,949	44,603	287	2,474	1,94,401	...	1,71,438	3,65,839	Male scholars to male population of school-going age = 39·44.	
			Scholars Females	22	...	19,535	38,016	17,838	169	329	75,909	...	3,507	79,416	Female scholars to female population of school-going age = 8·93.	
	Total 37,741	Total 12,115,217	Total ...	324	...	85,321	1,18,965	62,441	456	2,803	2,70,310	...	1,74,945	4,45,255		

The population of school-going age is taken at 15 per cent. of the whole population.

GENERAL TABLE NO. II.—*Abstract Return of Expenditure on*
(**For details** vide

	Total direct expenditure on Public Instruction.						
	Collegiate education.		School Education—General.			School Education—Special.	
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Upper Primary Schools.	Lower Primary Schools.	Training Schools.	All other special Schools.
1	2	3	4	5	6	7	8
1. Institutions for— Males ...	Rs. 1,31,695	Rs. ...	Rs. 17,07,176	Rs. 4,82,635	Rs. 1,39,648	Rs. 1,51,594	Rs. 81,293
Females ...	...	...	2,90,207	80,780	23,532	28,041	2,901
Total ...	1,31,695	..	19,97,383	5,63,415	1,63,180	1,79,635	84,194
2. (*a*) Percentage of Provincial expenditure included in columns 2-18 to total Provincial expenditure on Public Instruction.	4·13	...	31·63	6·07	2·08	8·67	4·32
(*b*) Percentage of Local Fund expenditure included in columns 2-18 to total Local Fund expenditure on Public Instruction.	...	...	31·17	47·24	13·82	...	...
(*c*) Percentage of Municipal Fund expenditure included in columns 2-18 to total Municipal expenditure on Public Instruction.	...	...	71·49	13·10	1·53	...	...
(*d*) Percentage of total expenditure in columns 2-18 to total expenditure on Public Instruction.	2·78	...	42·17	11·89	3·45	3·79	1·78
3. Average annual cost of educating each pupil in—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government Institutions. Cost to Provincial Revenues.	246 13 6	...	36 7 5	29 10 2	...	533 14 4	379 13 1
Cost to Local and Municipal Funds.	...	...	...	...	...	...	...
Total cost ...	332 2 11	...	58 9 6	32 13 3	...	534 2 5	393 7 4
Local Fund Schools. Cost to Provincial Revenues.	...	...	...	...	...	...	...
Cost to Local Funds	...	...	14 12 8	11 8 8	12 10 5	...	...
Total cost ...	..	...	17 11 5	12 9 1	12 10 5	...	...
Municipal Schools. Cost to Provincial Revenues.	...	...	18 10 0	...	...	...	...
Cost to Municipal Funds.	...	...	9 0 3	...	...	...	...
Total cost ...	...	...	59 2 3	...	...	...	...
Institutions in Native States. Cost to Native State Revenues.	...	...	...	...	...	...	...
Cost to Local and Municipal Funds.	...	...	...	...	...	...	...
Total cost ...	...	...	...	...	...	...	...
Aided Institutions. Cost to Provincial Revenues.	146 5 6	...	3 11 2	0 13 8	0 10 2	202 8 0	6 14 2
Cost to Local and Municipal Funds.	...	...	4 13 9	2 1 1	1 0 31	...	...
Total cost ...	838 3 1	...	18 12 6	4 9 8	2 9 9	268 15 7	6 14 2
Unaided Institutions. Total cost ...	...	...	...	...	...	...	...
All Institutions. Cost to Provincial Revenues.	234 8 1	...	6 15 9	0 15 6	0 10 2	367 7 4	29 4 8
Cost to Local and Municipal Funds.	...	...	4 9 3	2 1 4	1 0 4	...	...
Total cost ...	394 4 9	...	23 3 8	4 11 10	2 9 10	400 15 6	30 1 10

Public Instruction in Burma for the official year 1911-12. (Chap. XIV, para. 2).
General Table IV).

Total.	Total indirect expenditure on Public Instruction.								Total expenditure on Public Instruction.	Remarks.
	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.		
9	10	11	12	13	14	15	16	17	18	19
Rs. 26,94,041 4,25,461	Rs. ...	Rs. 79,441	Rs. 3,61,315	Rs. 47,741	Rs. 3,63,646	Rs. 15,852	Rs. 7,49,144	Rs. 16,17,139	Rs. 47,36,641	
31,19,502	...	79,441	3,61,315	47,741	3,63,646	15,852	7,49,144	16,17,139	47,36,641	
56·90	...	4·19	19·04	2·50	11·53	·26	5·58	43·10	100	
92·11	...	...	...	...	5·89	·02	1·98	7·89	100	
86·12	...	...	...	...	9·94	·80	3·14	13·88	100	
65·86	...	1·68	7·63	1·00	7·68	·33	15·82	34·14	100	

Rs. A. P.	
61 4 6	
...	
83 11 11	Percentage of Provincial expenditure included in column 18 to total expenditure on Public Instruction = 40·07
...	
13 13 10	
16 3 0	Percentage of Local Fund expenditure included in column 18 to total expenditure on Public Instruction = 8·91
18 10 0	
9 0 3	
59 2 3	Percentage of Municipal expenditure included in column 18 to total expenditure on Public Instruction = 7·76
...	
...	
...	Percentage of expenditure from fees included in column 18 to total expenditure on Public Instruction = 31·85
1 14 3	
2 9 8	
8 10 4	Percentage of expenditure from all other sources included in column 18 to total expenditure on Public Instruction. = 11·41
...	Total ... 100
3 15 10	
2 9 8	
11 8 3	

GENERAL TABLE NO. III.—*Return of Colleges, Schools and Scholars in Burma for the official year* Chap. VI, para. 7; Chap. VIII, para. 2; Chap. IX,

Class of Institutions.	Public							
	Under Public							
	Managed by Government.				Managed by District or Municipal Boards.			
	Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
Arts Colleges.								
Collegiate Education. — English	1	283	293	260	...	...	...	...
Collegiate Education. — Oriental	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.								
Collegiate Education. — Law	...	...	...	...	...	...	...	...
Collegiate Education. — Medicine	...	...	...	...	...	...	...	...
Collegiate Education. — Engineering	...	...	...	...	...	...	...	...
Collegiate Education. — Teaching	...	...	...	...	...	...	...	...
Collegiate Education. — Agriculture	...	...	...	...	...	...	...	...
Total	1	283	293	260	...	...	...	...
Secondary Schools.								
School Education, General. — For boys — High Schools	11*	2,874	3,038	2,716	2	908	933	835
School Education, General. — For boys — Middle Schools — English	18	2,394	2,425	2,185	5	676	702	615
School Education, General. — For boys — Middle Schools — Vernacular	24	2,213	2,213	2,213	8	809	809	809
School Education, General. — For girls — High Schools	...	...	...	...	...	...	...	...
School Education, General. — For girls — Middle Schools — English	...	...	...	...	...	...	...	...
School Education, General. — For girls — Middle Schools — Vernacular	4	298	298	298	...	...	...	...
Total	57	7,779	7,974	7,412	15	2,393	2,444	2,259
Upper Primary Schools.								
School Education, General. — For boys	7	444	430	431	6	302	302	302
School Education, General. — For girls	1	55	55	55	...	...	...	...
Total	8	499	485	486	6	302	302	302
Lower Primary Schools.								
School Education, General. — For boys	...	...	...	...	...	...	...	...
School Education, General. — For girls	...	...	...	...	1	40	40	40
Total	...	...	...	...	1	40	40	40
Schools for Special Instruction.								
School Education, Special. — Training Schools for Masters	5	228	223	204	...	...	...	...
School Education, Special. — Training Schools for Mistresses	...	...	...	...	...	...	...	...
School Education, Special. — Schools of Arts	...	...	...	...	...	...	...	...
School Education, Special. — Law Schools	1	10	11	10	...	...	...	...
School Education, Special. — Medical Schools	...	...	...	...	...	...	...	...
School Education, Special. — Engineering and Surveying Schools	2	75	67	66	...	...	...	...
School Education, Special. — Technical and Industrial Schools	...	...	...	...	...	...	...	...
School Education, Special. — Commercial Schools	...	...	...	...	...	...	...	...
School Education, Special. — Agricultural Schools	...	...	...	...	...	...	...	...
School Education, Special. — Reformatory Schools	1	82	90	95	...	...	...	...
School Education, Special. — Other Schools ‡	...	...	...	...	...	...	...	...
Total	9	395	391	375	...	...	...	...
Total of Colleges and Schools of Public Instruction	75	8,956	9,143	8,533	22	2,735	2,786	2,601

* Includes one Government Vernacular High School with an attendance of 142.

‡ 248 Pâli schools prepared for the

1911-12.* (Chap. I, para. 2; Chap. III, para. 1; Chap. IV, paras. 1, 2 and 4; Chap. V, paras. 1 and 3; para. 1; Chap. X, para. 1; and Chap. XII, para. 4).

Institutions.

Management.				Under Private Management.							
Maintained by Native States.				Aided by Government, or by District or Municipal Boards.				Unaided.			
Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
10	11	12	13	14	15	16	17	18	19	20	21
...	...	...	...	1	41	41	38	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1	41	41	38	...	...	...	...
...	...	...	...	23†	6,112	6,326	5,815	...	...	...	...
...	...	...	...	63	10,436	10,799	9,403	...	...	...	...
...	...	...	...	715	50,693	50,693	50,693	...	...	...	...
...	...	...	...	11	2,275	2,189	1,905	...	...	...	...
...	...	...	...	14	1,607	1,527	1,347	...	...	...	...
...	...	...	...	53	4,026	4,026	4,026	...	...	...	...
...	...	...	...	879	75,149	75,560	73,189	...	...	...	...
...	...	...	...	2,694	1,05,799	1,05,733	1,05,617	...	...	...	...
...	...	...	...	286	12,365	12,353	12,317	...	...	...	...
...	..	...	...	2,980	1,18,164	1,18,086	1,17,934	...	...	...	...
...	...	...	...	2,057	54,691	54,694	54,688	...	...	...	...
...	...	...	...	264	7,710	7,710	7,710	...	...	...	...
...	...	...	...	2,321	62,401	62,404	62,398	...	...	...	...
...	...	...	...	3	101	103	94	...	...	...	..
...	...	...	...	4	127	122	120	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	3	231	223	213	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
..	...	...	...	...	...	...	...	...	...	...	...
..	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	248	2,405	2,405	2,405	...	...	...	...
...	...	...	...	258	2,864	2,853	2,832	...	...	...	...
...	...	...	...	6,439	2,58,619	2,58,944	2,56,391	...	...	...	...

† Includes eight Vernacular High Schools with an attendance of 938.

Patamabyan Examination.

GENERAL TABLE NO. III.—*Return of Colleges, Schools and*

	Class of Institutions.	Grand total of Public Institutions.	Grand total of scholars on the 31st March.	Number of scholars on 31st March learning		
				English.	A classical language.	A vernacular language.
	1	22	23	24	25	26
Collegiate Education.	*Arts Colleges.*					
	English	2	324	324	256	264
	Oriental	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.					
	Law	...	...	...	...	...
	Medicine	...	...	...	...	...
	Engineering	...	...	...	...	...
	Teaching	...	...	...	...	...
	Agriculture	...	...	...	...	...
	Total	2	324	324	256	264
School Education, General.	*Secondary Schools.*					
	For boys — High Schools	36	9,894	8,568	2,600	9,067
	For boys — Middle School — English	86	13,506	13,116	3,059	11,650
	For boys — Middle School — Vernacular	747	53,715	...	25,021	53,512
	For girls — High Schools	11	2,275	1,989	282	891
	For girls — Middle Schools — English	14	1,607	1,607	57	1,163
	For girls — Middle Schools — Vernacular	57	4,324	...	1,376	4,286
	Total	951	85,321	25,280	32,395	80,569
	Upper Primary Schools.					
	For boys	2,707	106,545	1,015	44,005	100,481
	For girls	287	12,420	286	4,249	10,626
	Total	2,994	118,965	1,301	48,254	111,107
	Lower Primary Schools.					
	For boys	2,057	54,691	48	21,347	52,363
	For girls	265	7,750	...	2,368	7,605
	Total	2,322	62,441	48	23,715	59,968
School Education, Special.	*Schools for Special Instruction.*					
	Training Schools for Masters	8	329	167	185	264
	Training Schools for Mistresses	4	127	51	1	126
	Schools of Arts	...	...	...	...	...
	Law Schools	1	10	10	...	...
	Medical Schools	...	...	...	...	...
	Engineering and Surveying Schools	2	75	35	...	...
	Technical and Industrial Schools	3	231	79	43	195
	Commercial Schools	...	...	...	...	...
	Agricultural Schools	...	...	...	...	...
	Reformatory Schools	1	82	...	...	82
	Other Schools	248	2,405	...	2,405	...
	Total	267	3,259	342	2,634	667
	Total of Colleges and Schools of Public Instruction	6,536	270,310	27,295	107,254	252,575
Private Institutions	1. Advanced teaching:— (*a*) Arabic or Persian	...	...	...	...	...
	(*b*) Sanskrit	...	...	...	...	...
	(*c*) Any other Oriental classics	...	...	...	...	...
	2. Elementary—teaching a Vernacular only or mainly. For boys	16,347	167,229	63	90,679	165,344
	2. Elementary—teaching a Vernacular only or mainly. For girls	62	925	...	420	925
	3. Elementary—teaching the Koran. For boys	209	4,554	...	4,570	...
	3. Elementary—teaching the Koran. For girls	1	50	...	50	...
	4. Other Schools not conforming to Departmental Standards. For boys	54	1,907	332	1,706	31
	4. Other Schools not conforming to Departmental Standards. For girls	2	280	150	130	150
	Total	16,675	174,945	545	97,555	166,450
	Grand Total-	23,211	445,255	27,840	204,809	419,025

Scholars in Burma for the official year 1911-12—concluded.

Classification of scholars on the 31st March according to race or creed.								Number of girls in boys' schools.	Number of boys in girls schools.
Europeans and Eurasians.	Native Christians.	Hindus.		Mahommedans.	Buddhists.	Parsis.	Others.		
		Brahmans.	Non-Brahmans.						
27	28	29	30	31	32	33	34	35	36
52	44	1	10	15	201	1	...	22	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
52	44	1	10	15	201	1	...	22	...
1,284	815	24	232	817	6,638	32	52	391	...
345	3,084	99	1,042	955	7,975	5	1	1,275	...
13	3,030	20	171	1,534	48,938	...	9	12,558	...
1,511	215	2	7	10	448	20	62	...	531
502	276	3	11	21	788	...	6	...	548
2	508	13	22	115	3,661	...	3	...	1,816
3,657	7,928	161	1,485	3,452	68,448	57	133	14,224	2,895
76	10,170	39	1,313	3,700	91,216	1	30	30,533	...
138	831	12	81	140	11,204	4	10	...	4,937
214	11,001	51	1,394	3,840	102,420	5	40	30,533	4,937
...	2,321	10	552	2,129	49,679	...	...	12,372	...
...	233	...	7	166	7,341	...	3	...	2,284
...	2,554	10	559	2,295	57,020	...	3	12,372	2,284
33	86	1	...	8	201	...	...	42	...
12	96	...	...	...	19	...	...	...	...
...	...	...	...	...	...	...	...	...	...
1	1	1	4	1	2	...	...	...	...
...	...	...	...	...	...	...	...	...	...
16	2	6	7	3	35	...	6	...	...
42	116	...	...	...	73	...	...	10	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
1	3	...	12	12	52	...	2	...	...
1	...	...	...	...	2,404	...	...	131	...
106	304	8	23	24	2,786	...	8	183	...
4,029	21,831	231	3,471	9,626	230,875	63	184	57,334	10,116
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	185	33	107	64	166,840	...	...	1,387	...
...	...	...	...	...	925	...	...	...	308
...	...	...	...	4,554	...	...	...	1,149	...
...	...	...	...	50	...	...	...	...	36
...	89	13	909	259	637	...	...	185	...
...	...	...	...	...	280	...	...	...	125
...	274	46	1,016	4,927	168,682	...	...	2,721	469
4,029	22,105	277	4,487	14,553	399,557	63	184	60,055	10,585

GENERAL TABLE NO. IIIA.—*Number of scholars on the 31st March, classified according to sex, race or creed.* (Chap. X, para. 2).

	Number of scholars on the 31st March, classified according to sex, race or creed.							
	Europeans and Eurasians.	Native Christians.	Hindus.		Mahomedans.	Buddhists.	Parsis.	Others.
			Brahmans.	Non-Brahmans.				
1	2	3	4	5	6	7	8	9
COLLEGIATE EDUCATION.								
Arts Colleges.								
English ... ... Male	31	43	1	10	15	201	1	...
Female	21	1	...	...	...	...	...	...
Oriental ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.								
Law ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Medicine ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Engineering ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Teaching ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Agriculture ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Total ...	52	44	1	10	15	201	1	...
SPECIAL EDUCATION, GENERAL.								
Secondary Schools.								
For boys—								
High ... Male	1,280	645	24	225	812	6,435	30	52
Female	4	170	...	7	5	203	2	...
Middle Schools—								
English ... Male	233	2,314	95	955	944	7,684	5	1
Female	112	770	4	87	11	291	...	...
Vernacular Male	12	2,060	17	155	1,249	37,656	...	8
Female	1	970	3	16	285	11,282	...	1
For girls—								
High ... Male	316	24	...	1	4	171	2	13
Female	1,195	191	2	6	6	277	18	49
Middle Schools—								
English ... Male	128	33	...	4	1	382	...	...
Female	374	243	3	7	20	406	...	6
Vernacular Male	2	30	11	7	47	1,717	...	2
Female	...	478	2	15	68	1,944	...	1
Total ...	3,657	7,928	161	1,485	3,452	68,448	57	133
Upper Primary Schools.								
For boys Male	47	6,011	25	1,096	2,921	65,890	1	21
Female	29	4,159	14	217	779	25,326	...	9
For girls Male	53	196	1	20	84	4,578	1	4
Female	85	635	11	61	56	6,626	3	6
Total ...	214	11,001	51	1,394	3,840	102,420	5	40
Lower Primary Schools.								
For boys Male	...	1,378	9	481	1,691	38,760	...	...
Female	...	943	1	71	438	10,919	...	...
For girls Male	...	75	...	5	61	2,142	...	1
Female	...	158	...	2	105	5,199	...	2
Total ...	...	2,554	10	559	2,295	57,020	...	3
SCHOOL EDUCATION, SPECIAL.								
Schools for Special Instruction.								
Training Schools Male	5	80	1	...	6	195	...	...
Female	40	102	...	...	2	25	...	...
Carried over ...	45	182	1	...	8	220	...	...

GENERAL TABLE NO. IIIA.—*Number of scholars on the 31st March, classified according to sex, race or creed*—concluded.

	Number of scholars on the 31st March, classified according to sex, race or creed.							
	Europeans and Eurasians.	Native Christians.	Hindus.		Mahomedans.	Buddhists.	Parsis.	Others.
			Brahmans.	Non-Brahmans.				
1	2	3	4	5	6	7	8	9
Brought forward ...	45	182	1	...	8	220	...	...
Schools for Special Instruction—concluded.								
Schools of Arts ... ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Law Schools ... ... Male	1	1	1	4	1	2	...	...
Female	...	...	...	...	...	...	...	...
Medical Schools ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Engineering and Surveying Schools. Male	16	2	6	7	3	35	...	6
Female	...	...	...	...	...	...	...	...
Industrial Schools ... Male	...	33	...	...	...	...	...	...
Female	42	83	...	...	...	73	...	...
Reformatory Schools ... Male	1	3	...	12	12	52	...	2
Female	...	...	...	...	...	...	...	...
Other Schools ... Male	1	...	...	...	...	2,273	...	...
Female	...	...	...	...	...	131	...	...
Total ...	106	304	8	23	24	2,786	...	8
Total of Colleges and Schools of Public Instruction	4,029	21,831	231	3,471	9,626	230,875	63	184
Private Institutions.								
(1) Advanced teaching—								
(*a*) Arabic or Persian Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
(*b*) Sanskrit ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
(*c*) Any other Oriental classic. Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
(2) Elementary, Teaching a Vernacular only or mainly—								
For boys ... Male	...	104	27	88	41	165,582	...	...
Female	...	81	6	19	23	1,258	...	...
For girls ... Male	...	...	...	...	...	308	...	...
Female	...	...	...	...	...	617	...	...
(3) Elementary, Teaching the Koran only—								
For boys ... Male	...	...	...	...	3,405	...	...	...
Female	...	...	...	...	1,149	...	...	...
For girls ... Male	...	...	...	...	36	...	...	...
Female	...	...	...	...	14	...	...	...
Other Schools not conforming to Departmental Standards—								
For boys ... Male	...	62	13	794	216	637	...	...
Female	...	27	...	115	43	...	...	...
For girls ... Male	...	...	...	...	...	125	...	...
Female	...	...	...	...	...	155	...	...
Total Private Institutions ...	...	274	46	1,016	4,927	168,682	...	...
Grand Total ...	4,029	22,105	277	4,487	14,553	399,557	63	184

GENERAL TABLE NO. IIIB.—*Return of European Colleges, Schools and*

Class of Institutions.	Under Public							
	Managed by Government.				Managed by District or Municipal Boards.			
	Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
Arts Colleges.								
Collegiate Education. English — For boys	...	...	...	...	...	...	...	...
Collegiate Education. English — For girls	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...
Secondary Schools.								
School Education, General. For boys — High Schools, English	1	146	126	114	...	...	...	...
For boys — Middle Schools, English	...	...	...	...	...	...	...	...
For girls — High Schools, English	...	...	...	...	...	...	...	...
For girls — Middle Schools, English	...	...	...	...	...	...	...	...
Total	1	146	126	114	...	...	...	...
Upper Primary Schools.								
For boys	...	...	...	...	...	...	...	...
For girls	...	...	...	...	...	...	...	...
Lower Primary Schools.								
For boys	...	...	...	...	...	...	...	...
For girls	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...
Schools for Special Instruction.								
School Education, Special. Industrial Schools (girls)	...	...	...	...	...	...	...	...
Other Schools (girls)	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...
Total of Public Institutions	1	146	126	114	...	...	...	...
Private Institutions	...	...	...	...	...	...	...	...
Total of Private Institutions	...	...	...	...	...	...	...	...
Grand Total	1	146	126	114	...	...	...	...

in Burma for the official year 1911-12 (Chap. IX, paras. 1 & 5).

Public Institutions.

Management.				Under Private Management.							
Managed by Native States.				Aided by Government or by District or Municipal Boards.				Unaided.			
Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
10	11	12	13	14	15	16	17	18	19	20	21
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	..	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	..	...	...	...
...	...	...	...	5	1,186	1,148	1,059	...	...	...	...
...	...	...	...	3	266	266	228	...	...	...	...
...	...	...	...	9	1,702	1,654	1,465	...	...	...	...
...	...	...	...	7	546	510	473	...	...	...	...
...	...	...	...	24	3,700	3,578	3,225	...	...	...	...
...	...	...	...	1	46	38	31	...	...	...	...
...	...	...	...	2	111	108	86	...	...	...	...
...	...	...	...	...	...	...	...	..	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	..	...	3	157	146	117	...	...	...	...
...	...	...	...	1	36	39	39	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1	36	39	39	...	...	...	...
...	...	...	...	28	3,893	3,763	3,381	...	...	...	...
...	...	...	...	...	...	...	...		...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	28	3,893	3,763	3,381	...	...	...	...

GENERAL TABLE NO. IIIB.—*Return of European Colleges, Schools and*

Class of Institutions.				Grand total of Institutions.	Grand total of scholars on the 31st March.	Number of scholars on the 31st March learning		
						English.	A classical language.	A vernacular language.
1				22	23	24	25	26
		Arts Colleges.						
Collegiate Education.	English	For boys	... ...	...	...	...	...	...
		For girls	... ...	...	...	...	...	...
			Total ...	...	...	...	...	...
		Secondary Schools.						
School Education, General.	For boys	High Schools, English	... ...	6	1,332	1,332	242	875
		Middle Schools, English	... ...	3	266	266	24	29
	For girls	High Schools, English	... ...	9	1,702	1,701	274	318
		Middle Schools, English	... ...	7	546	546	57	102
			Total ...	25	3,846	3,845	597	1,324
		Upper Primary Schools.						
	For boys	.. ..	...	1	46	46	...	19
	For girls	... ...	...	2	111	111	...	...
		Lower Primary Schools.						
	For boys	... ...	...	...	...	...	...	...
	For girls	... ...	...	...	...	...	...	...
			Total ...	3	157	157	...	19
		Schools for Special Instruction.						
School Education, Special.	Industrial Schools (girls)		... ...	1	36	36	...	...
	Other Schools (girls)		... ...	...	...	...	...	...
			Total ...	1	36	36	...	...
			Total of Public Institutions ...	29	4,039	4,038	597	1,343
Private Institutions			... ...	...	...	...	...	...
			Total of Private Institutions ...	...	...	...	...	...
			Grand Total ...	29	4,039	4,038	597	1,343

Scholars in Burma for the official year 1911-12—concluded.

Classification of scholars on the 31st March according to race or creed.								Number of girls in boys' schools.	Number of boys in girls' schools.
Europeans and Eurasians.	Native Christians.	Hindus.		Mahommedans.	Buddhists.	Parsis.	Others.		
		Brahmans.	Non-Brahmans.						
27	28	29	30	31	32	33	34	35	36
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	..	...	...	...	...	...	...
1,130	19	...	2	36	79	25	41	...	...
240	5	...	...	9	11	1	...	95	...
1,511	26	2	7	10	64	20	62	...	359
489	12	...	4	5	30	...	6	...	138
3,370	62	2	13	60	184	46	109	95	497
46	...	...	...	...	...	...	...	22	...
105	1	...	...	...	1	4	...	...	48
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
151	1	...	...	...	1	4	...	22	48
32	4	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
32	4	...	...	...	...	...	...	...	...
3,553	67	2	13	60	185	50	109	117	545
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
3,553	67	2	13	60	185	50	109	117	545

GENERAL TABLE NO. IV.—*Return of Expenditure on Public Instruction*

Objects of expenditure.	Public						
	Under Public						
	Managed by Government.						
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate Education.							
Arts Colleges.							
English	72,325	...	...	25,004	...	...	97,329
Oriental	..	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.							
Law	...	...	...	...	...	...	...
Medicine	...	..	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	..
Total	72,325	...	...	25,004	...	...	97,329
School Education—General.							
Secondary Schools.							
For boys — High Schools	1,44,478	...	..	1,03,824	...	...	2,48,302
For boys — Middle Schools English	95,433	...	...	66,771	...	...	1,62,204
For boys — Middle Schools Vernacular	43,839	...	...	5,080	...	...	48,919
For girls — High Schools	...	...	...	...	...	...	...
For girls — Middle Schools English	...	...	...	...	...	...	...
For girls — Middle Schools Vernacular	6,994	...	...	796	...	...	7,790
Total	2,90,744	...	...	1,76,471	...	...	4,67,215
Upper Primary Schools.							
For boys	14,374	...	...	1,548	...	...	15,922
For girls	...	...	...	...	...	...	...
Total	14,374	...	...	1,548	...	...	15,922
Lower Primary Schools.							
For boys	...	...	...	...	...	...	...
For girls	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Total Primary Schools	14,374	...	...	1,548	...	...	15,922
School Education—Special.							
Schools for Special Instruction.							
Training Schools for Masters	1,19,059	...	...	57	...	...	1,19,116
Training Schools for Mistresses	..	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...
Law Schools	4,441	...	...	1,559	...	...	6,000
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools	44,037	...	...	733	...	...	44,770
Technical and Industrial Schools	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...
Reformatory Schools	15,331	...	...	...	...	...	15,331
Other Schools	...	...	...	...	...	...	...
Total	1,82,868	...	...	2,349	...	...	1,85,217
Buildings	(a)1,55,662	...	...	...	...	...	1,55,662
Furniture and apparatus (special grants only)	...	...	...	...	...	...	...
Total	1,55,662	...	...	...	...	...	1,55,662
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	..	...	...	...
Medical Colleges	...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	..	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Upper Primary Schools	...	...	...	...	...	...	...
Lower Primary Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Total Expenditure on Public Instruction	7,15,973	...	...	2,05,372	...	...	9,21,345

(a) Exclusive of expenditure on

in Burma for the official year 1911-12 (Chap. XIV, paras. 1, 2 & 3).

Institutions.

Management.

Managed by District or Municipal Boards.							Managed by Native States.						
Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native States revenues.	Local funds in Native States.	Municipal funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...

GENERAL TABLE NO. IV.—*Return of Expenditure on Public*

Objects of expenditure.			Public						
			Under Private						
			Aided by Government or by District or Municipal Boards.						
			Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1			23	24	25	26	27	28	29
	Arts Colleges.		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate Education.	English		6,000	...	...	2,667	...	25,699	34,366
	Oriental		...	...	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.								
	Law		...	...	...	...	...	...	...
	Medicine		...	...	...	...	...	...	...
	Engineering		...	...	...	...	...	...	...
	Teaching		...	...	...	...	...	...	...
	Agriculture		...	...	...	...	...	...	...
	Total ...		6,000	...	...	2,667	...	25,699	34,366
	Secondary Schools.								
School Education—General.	For boys — High Schools		39,648	3,391	74,676	1,67,642	29,234	22,740	3,37,331
	For boys — Middle Schools — English ...		1,03,496	5,804	83,779	2,64,557	49,703	24,604	5,31,943
	For boys — Middle Schools — Vernacular		53,407	1,03,846	56,829	51,467	703	1,200	2,67,452
	For girls — High Schools		55,264	...	4,800	75,733	7,390	16,142	1,59,329
	For girls — Middle Schools — English ...		18,666	...	16,810	39,705	4,853	10,394	90,428
	For girls — Middle Schools — Vernacular		8,751	6,056	11,140	4,970	543	1,200	32,660
	Total ...		2,79,232	1,19,097	2,48,034	6,04,074	92,426	76,280	14,19,143
	Upper Primary Schools.								
	For boys		80,507	1,75,305	37,855	1,24,499	18,129	26,623	4,62,918
	For girls		20,406	20,546	10,308	19,240	4,413	5,867	80,780
	Total ...		1,00,913	1,95,851	48,163	1,43,739	22,542	32,490	5,43,698
	Lower Primary Schools.								
	For boys		31,275	52,938	5,040	36,316	6,000	8,079	1,39,648
	For girls		8,316	4,843	569	4,512	2,300	2,486	23,026
	Total ...		39,591	57,781	5,609	40,828	8,300	10,565	1,62,674
	Total Primary Schools ...		1,40,504	2,53,632	53,772	1,84,567	30,842	43,055	7,06,372
	Schools for Special Instruction.								
School Education—Special.	Training Schools for Masters ...		22,665	...	...	...	1,200	8,613	32,478
	Training Schools for Mistresses ...		22,897	...	...	444	1,440	3,260	28,041
	Schools of Arts		...	...	...	...	...	...	...
	Law Schools		...	...	...	...	...	...	...
	Medical Schools		...	...	...	...	...	...	...
	Engineering and Surveying Schools ...		...	...	...	...	...	...	...
	Technical and Industrial Schools ...		3,493	..	...	...	...	...	3,493
	Commercial Schools		...	...	...	...	...	...	...
	Agricultural Schools		...	..	...	...	...	...	...
	Reformatory Schools		...	...	...	...	...	...	...
	Other Schools		14,600	...	...	...	...	...	14,600
	Total ...		63,655	...	...	444	2,640	11,873	78,612
Buildings			63,233	15,196	31,187	...	...	83,348	1,92,964
Furniture and apparatus (special grants only) ...			4,884	83	2,959	...	...	7,926	15,852
	Total ...		68,117	15,279	34,146	...	...	91,274	2,08,816
University			...	...	...	...	...	...	...
Direction			...	...	...	...	...	...	...
Inspection			...	...	...	...	...	...	...
Scholarships held in	Arts Colleges		...	...	...	...	...	...	...
	Medical Colleges		...	...	...	...	...	...	...
	Other Professional Colleges ...		...	...	...	...	...	...	...
	Secondary Schools ...		...	...	...	...	...	...	...
	Upper Primary Schools ...		...	...	...	...	...	...	...
	Lower Primary Schools ...		...	...	...	...	...	...	...
	Medical Schools ...		...	...	...	...	...	...	...
	Technical and Industrial Schools ...		...	...	...	...	...	...	...
	Other Special Schools ...		...	...	...	...	...	...	...
Miscellaneous			...	...	...	...	...	...	...
	Total ...		...	...	...	...	...	...	...
Total Expenditure on Public Instruction ...			5,57,508	3,88,008	3,35,952	7,91,752	1,25,908	2,48,181	24,47,309

(*b*) Exclusive of expenditure on Survey Schools.
(*c*) Rupees 592 represents the cost of the American Baptist Mission Bghai-Karen School for Boys at Toungoo, the balance is the cost of Girls' Schools.

Instruction in Burma for the official year 1911-12—concluded.

Institutions.										
Management.				Total expenditure from.						
Unaided.										
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	All other sources.		
								Private.	Public.	Total.
30	31	32	33	34	35	36	37	38	39	40
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	..	...	...	78,325	...	...	27,671	25,699	...	1,31,695
...	..	...	...	...	...	...	...	..	...	...
..	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	..	...	...	...	...	...	...	...
...	...	...	...	78,325	...	...	27,671	25,699	...	1,31,695
...	...	...	...	2,01,587	3,391	81,619	3,00,471	51,974	...	6,39,042
...	...	...	...	2,11,922	5,804	91,575	3,53,823	74,307	...	7,37,431
...	...	...	...	97,246	1,15,811	56,829	58,914	1,903	...	3,30,703
...	...	...	...	55,264	...	4,800	75,733	23,532	...	1,59,329
...	...	...	...	18,666	...	16,810	39,705	15,247	...	90,428
...	...	...	...	15,745	6,056	11,140	5,766	1,743	...	40,450
...	...	...	...	6,00,430	1,31,062	2,62,773	8,34,412	1,68,706	...	19,97,383
...	...	...	...	94,881	1,78,790	37,855	1,26,357	44,752	...	4,82,635
...	...	...	...	20,406	20,546	10,308	19,240	10,280	...	80,780
...	...	...	...	1,15,287	1,99,336	48,163	1,45,597	55,032	...	5,63,415
...	...	...	...	31,275	52,938	5,040	36,316	14,079	...	1,39,648
...	...	...	...	8,316	5,349	569	4,512	4,786	...	23,532
...	...	...	...	39,591	58,287	5,609	40,828	18,865	...	1,63,180
...	...	...	...	1,54,878	2,57,623	53,772	1,86,425	73,897	...	7,26,595
...	...	...	...	1,41,724	...	...	57	9,813	...	1,51,594
...	...	...	...	22,897	...	...	444	4,700	...	28,041
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	4,441	...	...	1,559	...	...	6,000
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	(b) 44,037	...	...	733	...	...	44,770
...	...	...	...	3,493	...	...	...	...	...	(c) 3,493
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	15,331	...	...	...	...	...	15,331
...	...	...	...	14,600	...	...	...	...	...	14,600
...	...	...	...	2,46,523	...	...	2,793	14,513	...	2,63,829
...	...	...	...	2,18,895	24,883	36,520	...	83,348	...	3,63,646
...	...	...	...	4,884	83	2,959	...	7,926	...	15,852
...	...	...	...	2,23,779	24,966	39,479	...	91,274	...	3,79,498
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	79,441	...	...	...	...	...	79,441
...	...	...	...	3,61,315	...	...	...	...	...	3,61,315
...	...	...	...	10,200	...	...	...	80	...	10,280
...	...	...	...	11,251	...	...	...	...	...	11,251
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	18,723	...	...	...	...	...	18,723
...	...	...	...	4,112	...	...	...	...	...	4,112
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	(d) 3,143	...	...	...	232	...	3,375
...	...	...	...	(e) 1,05,941	8,340	11,525	4,57,452	1,65,886	...	7,49,144
...	...	...	...	5,94,126	8,340	11,525	4,57,452	1,66,198	...	12,37,641
...	...	...	...	18,98,061	(f) 4,21,991	(g) 3,67,549	15,08,753	5,40,287	...	47,36,641

(*d*) Exclusive of Survey Scholarships.
(*e*) Includes expenditure on Hostels or Boarding-houses.
(*f*) Inclusive of Rs. 13,804 being Provincial contribution to District Cess Funds for educational purposes.
(*g*) Inclusive of Rs. 25,270 being Provincial contribution to Municipalities for educational purposes.

GENERAL TABLE NO. IVA.—*Return of Expenditure on European Colleges Scholars*

Objects of expenditure.	Public						
	Under Public						
	Managed by Government.						
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.							
Collegiate Education. — English — For boys	...	...	...	...	...	...	...
Collegiate Education. — English — For girls	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Secondary Schools.							
School Education—General. — For boys — High Schools, English	21,772	...	...	5,444	...	...	27,216
School Education—General. — For boys — Middle Schools, English	...	...	...	...	...	...	...
School Education—General. — For girls — High Schools, English	...	...	..	...	...	...	...
School Education—General. — For girls — Middle Schools, English	...	...	..	...	...	...	...
Total	21,772	...	...	5,444	...	...	27,216
Upper Primary Schools.							
School Education—General. — For boys	...	...	...	..	...	...	...
School Education—General. — For girls	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Lower Primary Schools.							
School Education—General. — For boys	...	...	...	...	...	...	...
School Education—General. — For girls	...	...	...	...	...	...	...
Total	...	...	...	..	...	...	...
Schools for Special Instruction.							
School Education—Special. — Industrial Schools	...	...	...	...	...	...	...
School Education—Special. — Other Schools	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Buildings	72	...	...	...	...	...	72
Furniture and apparatus (special grants only)	...	...	...	...	...	...	...
Total	72	...	...	..	...	...	72
Scholarships. — Arts Colleges	...	...	...	...	...	...	...
Scholarships. — Secondary Schools	...	...	...	...	...	...	...
Scholarships. — Primary Schools	..	..	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Total Expenditure on European Colleges and Schools	21,844	...	...	5,444	...	...	27,288

and Schools in Burma for the official year 1911-12.

Institutions.

Management.

Managed by District or Municipal Boards.							Managed by Native States.						
Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native States revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...

GENERAL TABLE NO. IVA.—*Return of Expenditure on European Colleges*

Objects of expenditure.	Public						
	Under Private						
	Aided by Government or by District or Municipal Boards.						
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	23	24	25	26	27	28	29
Arts Colleges.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate Education. — English — For boys	...	...	...	...	...	...	...
Collegiate Education. — English — For girls	...	...	...	...	...	...	...
Collegiate Education. — Total ...	...	...	...	...	...	...	...
Secondary Schools.							
School Education—General. — For boys — High Schools, English ...	27,451	...	...	41,719	7,149	2,000	78,319
School Education—General. — For boys — Middle Schools, English...	10,834	...	...	11,335	240	1,356	23,765
School Education—General. — For girls — High Schools, English ...	50,547	...	...	61,258	7,390	12,327	1,31,522
School Education—General. — For girls — Middle Schools, English...	16,201	...	2,160	16,165	2,755	1,999	39,280
School Education—General. — Total ...	1,05,033	...	2,160	1,30,477	17,534	17,682	2,72,886
Upper Primary Schools.							
School Education—General. — For boys	713	...	...	857	...	...	1,570
School Education—General. — For girls	3,220	...	...	2,981	360	500	7,061
School Education—General. — Total ...	3,933	...	...	3,838	360	500	8,631
Lower Primary Schools.							
For boys	...	...	...	...	...	...	...
For girls	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Schools for Special Instruction.							
School Education—Special. — Industrial Schools	1,556	...	...	...	...	...	1,556
School Education—Special. — Other Schools	...	...	...	...	...	...	...
School Education—Special. — Total ...	1,556	...	...	...	...	...	1,556
Buildings	30,357	...	...	...	...	30,357	60,714
Furniture and apparatus (special grants only)...	905	...	...	...	...	905	1,810
Total ...	31,262	...	...	...	...	31,262	62,524
Scholarships. — Arts Colleges	...	...	...	...	...	...	...
Scholarships. — Secondary Schools	...	...	...	...	...	...	...
Scholarships. — Primary Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Total Expenditure on European Colleges and Schools.	1,41,784	...	2,160	1,34,315	17,894	49,444	3,45,597

and Schools in Burma for the official year 1911-12—concluded.

Institutions.										
Management.				Total expenditure from						
Unaided.										
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	All other sources.		Grand Total.
								Private.	Public.	
30	31	32	33	34	35	36	37	38	39	40
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	49,223	...	...	47,163	9,149	...	1,05,535
...	...	...	...	10,834	...	...	11,335	1,596	...	23,765
...	...	...	...	50,547	...	...	61,258	19,717	...	1,31,522
...	...	...	...	16,201	...	2,160	16,165	4,754	...	39,280
...	...	...	...	1,26,805	...	2,160	1,35,921	35,216	...	3,00,102
...	...	...	...	713	...	...	857	...	...	1,570
...	...	...	...	3,220	...	...	2,981	860	...	7,061
...	...	...	...	3,933	...	...	3,838	860	...	8,631
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1,556	...	...	...	...	...	1,556
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1,556	...	...	...	...	...	1,556
...	...	...	...	30,429	...	...	...	30,357	...	60,786
...	...	...	...	905	...	...	...	905	...	1,810
...	...	...	...	31,334	...	...	...	31,262	...	62,596
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	9,627	...	...	...	...	...	9,627
...	...	...	...	4,112	...	...	...	...	...	4,112
...	...	...	...	18,425	...	...	1,92,774	13,447	...	2,24,646
...	...	...	...	32,164	...	...	1,92,774	13,447	...	2,38,385
...	...	...	...	1,95,792	...	2,160	3,32,533	80,785	...	6,11,270

GENERAL TABLE NO. V.—*Return of the stages of Instruction of Pupils in Public Schools for General*

Class of Schools.			Number of schools.	Number of pupils on the rolls on 31st March.	High stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle stage) but have not passed the Matriculation Examination. 1			Middle stage. Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed the Lower Secondary Middle stage. 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.										
For boys	Government	English ...	28	5,126	294	...	294	1,888	10	1,898
		Vernacular	25	2,355	...	...	...	297	12	309
	District Boards	English ...	...	...	...	...	...	...	...	...
		Vernacular	8	809	...	...	...	126	4	130
	Municipal	English ...	7	1,584	82	...	82	616	6	622
		Vernacular	...	...	...	...	...	...	...	...
	Native States	English ...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided	English ...	78	15,610	613	10	623	4,820	238	5,058
		Vernacular	723	51,631	28	...	28	5,232	306	5,538
	Unaided	English ...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
Total ...			869	77,115	1,017	10	1,027	12,979	576	13,555
For girls	Government	English ...	...	...	...	...	...	...	...	...
		Vernacular	4	298	...	...	...	...	21	21
	District Boards	English ...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Municipal	English ...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Native States	English ...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided	English ...	25	3,882	...	111	111	55	687	742
		Vernacular	53	4,026	...	...	...	137	164	301
	Unaided	English ...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
Total ...			82	8,206	...	111	111	192	872	1,064
Total Secondary Schools ...			951	85,321	1,017	121	1,138	13,171	1,448	14,619
UPPER PRIMARY SCHOOLS.										
For boys	Government		7	444	...	...	...	...	...	...
	District Boards		6	302	...	...	...	...	...	...
	Municipal		...	...	...	...	...	...	...	...
	Native States		...	...	...	...	...	...	...	...
	Aided		2,694	105,799	...	...	...	...	...	...
	Unaided		...	...	...	...	...	...	...	...
Total ...			2,707	106,545	...	...	...	...	...	...
Carried over ...			2,707	106,545	...	...	...	...	...	...

Education in Burma for the official year 1911-12 (Chap. IV, paras. 2 & 5; Chap. V, paras. 2 & 3; & paras. 1 & 2).

Upper Primary stage.			Lower Primary stage.						Total.		
Comprising all pupils who have passed the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Comprising all pupils who have not passed beyond the Lower Primary stage.								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
2,032	29	2,061	838	35	873	...	...	...	5,052	74	5,126
466	87	553	1,024	469	1,493	...	...	...	1,787	568	2,355
...	...	...	...	...	...	...	...	...	...	...	...
190	22	212	350	117	467	...	...	...	666	143	809
703	1	704	176	...	176	...	...	...	1,577	7	1,584
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
5,499	582	6,081	3,226	622	3,848	...	...	...	14,158	1,452	15,610
9,696	1,634	11,330	24,695	10,040	34,735	...	...	...	39,651	11,980	51,631
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
18,586	2,355	20,941	30,309	11,283	41,592	...	...	...	62,891	14,224	77,115
...	...	...	...	...	...	...	...	...	...	...	...
...	53	53	8	216	224	...	...	...	8	290	298
...	...	...	...		...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
282	780	1,062	742	1,225	1,967	...	...	...	1,079	2,803	3,882
383	356	739	1,288	1,698	2,986	...	...	...	1,808	2,218	4,026
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
665	1,189	1,854	2,038	3,139	5,177	...	...	...	2,895	5,311	8,206
19,251	3,544	22,795	32,347	14,422	46,769	...	...	...	65,786	19,535	85,321
72	7	79	275	90	365	...	...	...	347	97	444
39	11	50	146	106	252	...	...	...	185	117	302
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
15,636	3,627	19,263	59,844	26,692	86,536	...	...	...	75,480	30,319	1,05,799
...	...	...	...	...	...	...	...	...	...	...	...
15,747	3,645	19,392	60,265	26,888	87,153	...	...	...	76,012	30,533	1,06,545
15,747	3,645	19,392	60,265	26,888	87,153	...	...	...	76,012	30,533	1,06,545

GENERAL TABLE NO. V.—*Return of the stages of Instruction of Pupils in Public*

Class of Schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle stage) but have not passed the Matriculation Examination. 1			Middle stage. Comprising all pupils who have passed beyond the Upper Primary stage but have not passed the Lower Secondary Middle stage. 2		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
Brought forward ...	2,707	1,06,545	...	...	...	...	...	...
UPPER PRIMARY SCHOOLS—concld.								
For girls { Government	1	55	...	...	...	...	...	...
For girls { District Boards	...	...	...	...	...	...	...	...
For girls { Municipal	...	...	...	...	...	...	...	...
For girls { Native States	...	...	...	...	...	...	...	...
For girls { Aided	286	12,365	...	...	...	...	...	...
For girls { Unaided	...	...	...	...	...	...	...	...
Total ...	287	12,420	...	...	...	...	...	...
Total, Upper Primary Schools ...	2,994	1,18,965	...	...	...	...	...	...
LOWER PRIMARY SCHOOLS.								
For boys { Government	...	...	...	...	...	...	...	...
For boys { District Boards	...	...	...	...	...	...	...	...
For boys { Municipal	...	...	...	...	...	...	...	...
For boys { Native States	...	...	...	...	...	...	...	...
For boys { Aided	2,057	54,691	...	...	...	...	...	...
For boys { Unaided	...	...	...	...	...	...	...	...
Total ...	2,057	54,691	...	...	...	...	...	...
For girls { Government	...	...	...	...	...	...	...	...
For girls { District Boards	1	40	...	...	...	...	...	...
For girls { Municipal	...	...	...	...	...	...	...	...
For girls { Native States	...	...	...	...	...	...	...	...
For girls { Aided	264	7,710	...	...	...	...	...	...
For girls { Unaided	...	...	...	...	...	...	...	...
Total ...	265	7,750	...	...	...	...	...	...
Total, Lower Primary Schools ...	2,322	62,441	...	...	...	...	...	...
Total, Upper and Lower Primary Schools	5,316	1,81,406	...	...	...	...	...	...
Grand Total ...	5,267	2,66,727	1,017	121	1,138	13,171	1,448	14,619

Schools for General Education in Burma for the official year 1911-12—concluded.

Upper Primary stage.			Lower Primary stage.						Total.		
Comprising all pupils who have passed the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Comprising all pupils who have not passed beyond the Lower Primary stage.								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
15,747	3,645	19,392	60,265	26,888	87,153	..	...	...	76,012	30,533	1,06,545
...	6	6	10	39	49	...	...	...	10	45	55
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
773	1,105	1,878	4,154	6,333	10,487	...	...	...	4,927	7,438	12,365
...	...	...	...	...	...	...	...	...	...	...	...
773	1,111	1,884	4,164	6,372	10,536	...	...	...	4,937	7,483	12,420
16,520	4,756	21,276	64,429	33,260	97,689	...	...	...	80,949	38,016	1,18,965
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	42,319	12,372	54,691	...	...	...	42,319	12,372	54,691
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	42,319	12,372	54,691	...	...	...	42,319	12,372	54,691
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	14	26	40	...	...	...	14	26	40
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	2,270	5,440	7,710	...	...	...	2,270	5,440	7,710
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	2,284	5,466	7,750	...	...	...	2,284	5,466	7,750
...	...	...	44,603	17,838	62,441	...	...	...	44,603	17,838	62,441
16,520	4,756	21,276	1,09,032	51,098	1,60,130	...	...	...	1,25,552	55,854	1,81,406
35,771	8,300	44,071	1,41,379	65,520	2,06,899	...	...	...	1,91,338	75,389	2,66,727

GENERAL TABLE NO. VA.—*Return of the stages of instruction of pupils in Public European*

Class of Institutions.	Number of schools.	Number of pupils on rolls on the 31st March.	High stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle stage) but have not passed the Matriculation Examination.			Middle stage. Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (Middle stage).		
			1			2		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.								
For boys (Government	1	146	14	...	14	64	...	64
For boys (Aided	8	1,452	82	...	82	366	8	374
Total ...	9	1,598	96	...	96	430	8	438
For girls (Government	...	...	...	...	...	...	...	...
For girls (Aided	16	2,248	...	99	99	17	440	457
Total ...	16	2,248	...	99	99	17	440	457
Total Secondary Schools ...	25	3,846	96	99	195	447	448	895
UPPER PRIMARY SCHOOLS.								
For boys (Government	...	...	...	...	...	...	...	...
For boys (Aided	1	46	...	...	...	...	...	...
Total ...	1	46	...	...	...	...	...	...
For girls (Government	..	...	...	...	...	...	...	...
For girls (Aided	2	111	...	...	...	...	...	...
Total ...	2	111	...	...	...	...	...	...
LOWER PRIMARY SCHOOLS.								
For boys (Government	...	...	...	...	...	...	...	...
For boys (Aided	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...
For girls (Government	...	...	...	...	...	...	...	...
For girls (Aided	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	..
Total Primary Schools ...	3	157	...	...	...	...	...	...
Grand Total ...	28	4,003	96	99	195	447	448	895

Schools for general education in Burma for the official year 1911-12.

Upper Primary stage.			Lower Primary stage.						Total.		
Comprising all pupils who have passed the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Comprising all pupils who have not passed beyond the Lower Primary stage.								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
38	...	38	30	...	30	...	...	...	146	...	146
441	22	463	468	65	533	...	..	...	1,357	95	1,452
479	22	501	498	65	563	...	...	...	1,503	95	1,598
...	...	...	...	...	...	...	...	...	...	...	...
58	423	481	422	789	1,211	...	...	...	497	1,751	2,248
58	423	481	422	789	1,211	...	...	...	497	1,751	2,248
537	445	982	920	854	1,774	...	...	...	2,000	1,846	3,846
...	...	...	...	...	...	...	...	...	...	...	
5	8	13	19	14	33	..	...	...	24	22	46
5	8	13	19	14	33	...	..	...	24	22	46
...	...	...	...	...	...	...	...	...	...	...	...
5	19	24	43	44	87	...	...	...	48	63	111
5	19	24	43	44	87	...	...	...	48	63	111
...	...	...	..	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	..
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
10	27	37	62	58	120	...	...	...	72	85	157
547	472	1,019	982	912	1,894	...	...	...	2,072	1,931	4,003

GENERAL TABLE NO. VI.—*Return showing the results of prescribed examinations*

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students and teachers.	Total.
1	2	3	4	5	6	7	8	9	10
ARTS COLLEGES—									
1. Master of Arts	...	...	...	...	...	...	...	...	...
2. Bachelor of Arts	...	1	1	...	2	29	3	...	1	33
3. Bachelor of Science	...	...	...	...	...	...	...	...	...	...
4. First B. A.	...	...	...	...	...	...	...	...	...	...
4. First B.Sc.	...	...	...	...	...	...	...	...	...	...
4. First Arts and Intermediate examinations	...	1	1	...	2	126	13	...	11	150
4. Previous examinations	...	...	...	...	...	...	...	...	...	...
ORIENTAL COLLEGES—									
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit	...	...	...	...	...	...	...	...	...	...
3. Honours in Arabic	...	...	...	...	...	...	...	...	...	...
3. Honours in Persian	...	...	...	...	...	...	...	...	...	...
3. Honours in Urdu	...	...	...	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...	...
4. High Proficiency in Arabic	...	...	...	...	...	...	...	...	...	...
4. High Proficiency in Persian	...	...	...	...	...	...	...	...	...	...
4. High Proficiency in Urdu	...	...	...	...	...	...	...	...	...	...
5. Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...	...
5. Proficiency in Arabic	...	...	...	...	...	...	...	...	...	...
5. Proficiency in Persian	...	...	...	...	...	...	...	...	...	...
5. Proficiency in Urdu	...	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING—									
Law—									
1. Doctor of Law	...	...	...	...	...	...	...	...	...	...
2. Bachelor of Law	...	...	...	...	...	...	...	...	...	...
Medicine—									
1. M.D.	...	...	...	...	...	...	...	...	...	...
2. M.B.	...	...	...	...	...	...	...	...	...	...
3. L.M.S.	...	...	...	...	...	...	...	...	...	...
4 First M.B.	...	...	...	...	...	...	...	...	...	...
4 First L.M.S.	...	...	...	...	...	...	...	...	...	...
Engineering—									
1. M.C.E.	...	...	...	...	...	...	...	...	...	...
2. B.C.E.	...	...	...	...	...	...	...	...	...	...
3. L.C.E.	...	...	...	...	...	...	...	...	...	...
4. First L.C.E.	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...
Schools for General Education—									
1. Matriculation ... For boys	...	5	7	...	12	60	90	...	14	164
1. Matriculation ... For girls	...	...	...	...	...	...	...	...	...	...
2. High School Examination for Europeans. For boys	...	1	4	...	5	4	21	...	3	28
2. High School Examination for Europeans. For girls	...	...	6	...	6	...	19	...	7	26
3. Middle English Examination ... For boys	...	34	79	...	113	2,218	4,563	...	15	6,796
3. Middle English Examination ... For girls	...	...	26	...	26	...	637	...	...	637
4. Middle Vernacular Examination ... For boys	...	32	714	...	746	424	4,959	...	620	6,003
4. Middle Vernacular Examination ... For girls	...	4	49	...	53	17	276	...	...	293
5. Upper Primary Examination ... For boys	...	80	3,268	...	3,348	2,976	31,883	...	34	34,893
5. Upper Primary Examination ... For girls	...	5	341	...	346	49	3,103	...	...	3,152
6. Lower Primary Examination ... For boys	...	75	4,837	...	4,912	2,719	1,18,506	...	...	1,21,225
6. Lower Primary Examination ... For girls	...	5	553	...	558	213	15,460	...	...	15,673
7. Public Service Certificate Examination. ... English	...	...	...	...	...	...	...	...	37	37
7. Public Service Certificate Examination. ... Vernacular										
8. Teachers' Examination for students outside Training Schools.	33	758	...	791	38	889	...	7	934
Schools for Special Education—									
1. Training School Examinations for Masters. Upper	...	6	3	...	9	46	20	...	...	66
1. Training School Examinations for Masters. Lower (a)	...	6	3	...	9	75	27	...	...	102
2. Training School Examinations for Mistresses. Upper	...	...	2	...	2	...	9	...	...	9
2. Training School Examinations for Mistresses. Lower (a)	...	...	5	...	5	...	60	...	...	60
3. School of Arts Examination	...	...	...	...	...	...	...	...	...	...
4. Vernacular Medical Examination	...	...	...	...	...	...	...	...	...	...
5. Examination in Engineering	...	1	...	...	1	35	...	...	...	35
6. Examination in Surveying	...	...	...	...	...	...	...	...	...	...
7. Industrial School Examination	...	...	...	...	...	...	...	...	...	...
8. Commercial School Examination	...	...	...	...	...	...	...	...	...	...
9. Agricultural School Examination	...	...	...	...	...	...	...	...	...	...
10. Sanskrit Title School Examination	...	...	...	...	...	...	...	...	...	...
11. Madrasa Central Examination	...	...	...	...	...	...	...	...	...	...
12. Other Schools' Examination	...	...	...	...	...	...	...	...	...	...
Anglo-Vernacular High School Final Examination. For Boys	...	8	8	...	16	58	41	...	5	104
Anglo-Vernacular High School Final Examination. For Girls	...	...	...	...	...	...	...	...	...	...

* In addition one

(a) Only one examination was held for the Anglo-Vernacular Primary and Middle School certificates, separate figures for Vernacular Primary Grade,

in Burma during the official year 1911-12 (Chap. III, para. I, Chap. IV, para. 8).

Number passed.					Race or creed of passed scholars.							
							Hindus.					
Institutions under Public management.	Aided institutions.	Other institutions.	Private students and teachers.	Total.	Europeans and Eurasians.	Native Christians.	Brahmans.	Non-Brahmans.	Mahomedans.	Buddhists.	Parsis.	Others.
11	12	13	14	15	16	17	18	19	20	21	22	23
...	...	...	...	...	...	...	...	...	...	...		...
18	2	...		21	4	4	...	1	2	10	...	...
...	...	...	...	...	...	...	...	...	...	...		...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
56	13	...	4	73	17	6	1	2	3	44	...	...
...	...	...	...	...	...	...	...	..	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	..
...	...	...	...	...	...	...	...	...	...	...	...	..
...	...	...	...	...	...	...	...	...	..	...	...	...
...	...	...	...	...	...	...	...	...	...

GENERAL TABLE NO. VII.—*Return showing the distribution of Local Fund and*

Objects of expenditure.				Expenditure In Institutions			
				Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1				2	3	4	5
	Arts Colleges.						
	English		...	...	...	...	...
	Oriental		...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.						
Collegiate Education	Law		...	...	...	...	...
	Medicine		...	...	...	...	...
	Engineering		...	...	...	...	...
	Teaching ...		...	...	...	...	...
	Agriculture		...	...	...	...	...
		Total	...	...	...	...	...
	Secondary Schools.						
	For boys...	High Schools ...	...	...	...	...	...
		Middle Schools English	...	...	...	...	...
		Middle Schools Vernacular	...	8	809	809	809
	For girls...	High Schools ...	...	...	...	...	...
		Middle Schools English	...	...	...	...	...
		Middle Schools Vernacular	...	...	...	...	...
		Total	...	8	809	809	809
School Education—General.	*Upper Primary Schools.*						
	For boys		...	6	302	302	302
	For girls		...	...	...	...	...
		Total	...	6	302	302	302
	Lower Primary Schools.						
	For boys		...	...	...	...	...
	For girls		...	1	40	40	40
		Total	...	1	40	40	40
	Schools for Special Instruction.						
	Training Schools for Masters ...		...	...	...	...	...
	Training Schools for Mistresses		...	...	...	...	...
	Schools of Art		...	...	...	...	...
	Law Schools		...	...	...	...	...
School Education—Special.	Medical Schools		...	...	...	...	...
	Engineering and Surveying Schools		...	...	...	...	...
	Technical and Industrial Schools		...	...	...	...	...
	Commercial Schools		...	...	...	...	...
	Agricultural Schools		...	...	...	...	...
	Other Schools	Professional Schools	...	...	...	...	...
		Miscellaneous	...	...	...	...	...
		Total	...	...	...	...	...
Inspection.							
	Arts Colleges		...	...	...	...	...
	Medical Colleges		...	...	...	...	...
	Other Professional Colleges		...	...	...	...	...
	Secondary Schools ...		...	...	...	...	...
Scholarships held in	Upper Primary Schools		...	...	...	...	...
	Lower Primary Schools		...	...	...	...	...
	Medical Schools		...	...	...	...	...
	Technical and Industrial Schools		...	...	...	...	...
	Other Special Schools		...	...	...	...	...
Buildings			...	...	...	...	...
Furniture and apparatus (special grants only)			...	...	...	...	...
Miscellaneous			...	...	...	...	...
		Total	...	...	...	...	...
		Grand Total	...	15	1,151	1,151	1,151

Municipal Expenditure on Public Instruction in Burma for the official year 1911-12.

of Local Fund Boards on Public Instruction.										
managed by District Boards.							In Institutions managed by			Total District Fund expenditure on Public Instruction.
Provincial revenues.	District funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or associations.	
6	7	8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	3,391	3,391
...	...	...	...	...	...	...	...	...	5,804	5,804
...	11,965	...	2,367	...	...	14,332	...	...	1,03,846	1,15,811
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	6,056	6,056
...	11,965	...	2,367	...	...	14,332	...	...	1,19,097	1,31,062
...	3,485	...	310	...	...	3,795	...	...	1,75,305	1,78,790
...	...	...	...	...	...	...	...	...	20,546	20,546
...	3,485	...	310	...	...	3,795	...	...	1,95,851	1,99,336
...	...	...	...	...	...	...	...	...	52,938	52,938
...	506	...	...	...	...	506	...	...	4,843	5,349
...	506	...	...	...	...	506	...	...	57,781	58,287
...	...	...	...	...	...	...	...	...	...	...

GENERAL TABLE NO. VII.—*Return showing the distribution of Local Fund and Municipal*

Objects of expenditure.		Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Expenditure of In Institutions: Provincial revenues.	Municipal funds.	District funds.
1		17	18	19	20	21	22	23
						Rs.	Rs.	Rs.
Collegiate Education.	*Arts Colleges.*							
	English	...	...	...	...	...	...	...
	Oriental	...	...	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.							
	Law	...	...	...	...	...	...	...
	Medicine	...	...	...	...	...	...	...
	Engineering	...	...	...	...	...	...	...
	Teaching	...	...	...	...	...	...	...
	Agriculture	...	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...	...
School Education —General.	*Secondary Schools.*							
	For boys... High Schools	2	908	933	835	17,461	6,943	...
	For boys... Middle Schools English	5	676	702	615	12,993	7,796	...
	For boys... Middle Schools Vernacular	...	...	...	...	...	...	...
	For girls... High Schools	...	...	...	...	...	...	...
	For girls... Middle School English ...	...	...	...	...	...	...	...
	For girls... Middle School Vernacular...	...	...	...	...	...	...	...
	Total ...	7	1,584	1,635	1,450	30,454	14,739	...
	Upper Primary Schools.							
	For boys	...	...	...	...	...	...	...
	For girls	...	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...	...
	Lower Primary Schools.							
	For boys	...	...	...	...	...	...	...
	For girls	...	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...	...
School Education —Special.	*Schools for Special Instruction.*							
	Training Schools for Masters	...	...	...	...	...	...	...
	Training Schools for Mistresses ...	...	...	...	...	...	...	...
	Schools of Art	...	...	...	...	...	...	...
	Law Schools	...	...	...	...	...	...	...
	Medical Schools	...	...	...	...	...	...	...
	Engineering and Surveying Schools ...	...	...	...	...	...	...	...
	Technical and Industrial Schools ...	...	...	...	...	...	...	...
	Commercial Schools	...	...	...	...	...	...	...
	Agricultural Schools	...	...	...	...	...	...	...
	Other Schools Professional Schools ...	...	...	...	...	...	...	...
	Other Schools Miscellaneous ...	...	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...	...
Inspection.		...	...	...	...	...	...	...
Scholarships held in	Arts Colleges	...	...	...	...		...	...
	Medical Colleges	...	...	...	...	...	...	...
	Other Professional Colleges	...	...	...	...	...	...	...
	Secondary Schools	...	...	...	...	...	...	...
	Upper Primary Schools	...	...	...	...	...	...	...
	Lower Primary Schools	...	...	...	...	...	...	...
	Medical Schools	...	...	...	...	...	...	...
	Technical and Industrial Schools ...	...	...	...	...	...	...	...
	Other Special Schools	...	...	...	...	...	...	...
Buildings		...	...	...	...	...	5,333	...
Furniture and apparatus (special grants only) ...		...	...	...	...	...	...	...
Miscellaneous		...	...	...	...	...	...	...
	Total ...	...	...	...	...	...	5,333	...
	Grand Total ...	7	1,584	1,635	1,450	30,454	20,072	...

Expenditure on Public Instruction in Burma for the official year 1911-12—concluded.

Municipal Boards on Public Instruction.									
managed by Municipal Boards.				In Institutions managed by					
Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	District Boards.	Private persons or associations.	Total Municipal expenditure on Public Instruction.	Total expenditure of Local Fund and Municipal Boards on Public Instruction.	Remarks.
24	25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
29,005	...	...	53,409	...	...	74,676	81,619	85,010	
22,495	...	...	43,284	...	...	83,779	91,575	97,379	
...	...	...	...	...	...	56,829	56,829	1,72,640	
...	...	...	...	...	...	4,800	4,800	4,800	
...	...	...	...	...	...	16,810	16,810	16,810	
...	...	...	...	...	...	11,140	11,140	17,196	
51,500	...	...	96,693	...	...	2,48,034	2,62,773	3,93,835	
...	...	...	...	...	...	37,855	37,855	2,16,645	
...	...	...	...	...	...	10,308	10,308	30,854	
...	...	...	...	...	...	48,163	48,163	2,47,499	
...	...	...	...	...	...	5,040	5,040	57,978	
...	...	...	...	...	...	569	569	5,918	
...	...	...	...	...	...	5,609	5,609	63,896	
...	...	...	...	...	...	...	...	...

GENERAL TABLE NO. VIII.—*Return showing the Attendance and Expenditure in Hostels or Boarding-Houses for the official year* 1911-12 (Chap. XIII, para. 5).

Class of hostels or boarding-houses.	Number of		Number of boarders who are students of					Expenditure from				
	Hostels or boarding-houses.	Boarders.	Arts Colleges.	Secondary Schools.	Upper Primary Schools.	Lower Primary Schools.	Special Schools.	Provincial Revenues.	Local and Municipal Funds.	Subscriptions and endowments.	Fees.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13
For Males.								Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government ...	11	978	115	510	179	38	136	2,782	...	36	82,685	85,503
Managed by Local or Municipal Boards.	2	17	...	8	9	...	...	...	...	...	2,156	2,156
Aided by Government or by Local or Municipal Boards.	87	4,308	22	1,636	1,640	970	40	11,137	4,743	67,448	2,13,215	2,96,543
Unaided	32	764	...	236	176	337	15	...	...	24,121	300	24,421
Total ...	132	6,067	137	2,390	2,004	1,345	191	13,919	4,743	91,605	2,98,356	4,08,623

Class of hostels or boarding-houses.	Number of		Number of boarders who are students of					Expenditure from				
	Hostels or boarding-houses.	Boarders.	Arts Colleges.	Secondary Schools.	Upper Primary Schools.	Lower Primary Schools.	Special Schools.	Provincial Revenues.	Local and Municipal Funds.	Subscriptions and endowments.	Fees.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13
For Females.								Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government ...	...	...	...	...	...	...	...	...	...	...	...	...
Managed by Local or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	...
Aided by Government or by Local or Municipal Boards.	62	2,450	1	771	828	692	158	29,336	5,556	51,413	1,59,096	2,45,401
Unaided	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	62	2,450	1	771	828	692	158	29,336	5,556	51,413	1,59,096	2,45,401
Grand Total ...	194	8,517	138	3,161	2,832	2,037	349	43,255	10,299	1,43,018	4,57,452	6,54,024

GENERAL TABLE NO. IX.—*Classification by ages*, 1911-12.

Ages.	Infants.*	Primary.				Middle.			High.			Arts Colleges affiliated to Universities.‡						Total.
		I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X†	1	2	3	4	5	6	
Below 5	6,729	573	11	...	...	...	...	...	...	...	...	...	...	...	...	...	...	7,313
5 to 6	23,116	4,837	384	15	1	...	...	...	...	...	...	...	...	...	...	...	...	28,353
6 to 7	25,401	10,447	1,584	147	21	2	...	...	...	...	...	...	...	...	...	...	...	37,602
7 to 8	8,305	18,537	4,706	869	219	1	...	...	...	...	...	...	...	...	...	...	...	32,637
8 to 9	1,904	17,097	7,023	2,155	425	24	1	...	...	...	...	...	...	...	...	...	...	28,629
9 to 10	1,171	13,923	7,616	3,615	1,163	114	10	...	...	...	...	...	...	...	...	...	...	27,612
10 to 11	630	10,280	7,547	4,992	2,042	322	62	2	...	...	...	...	...	...	...	...	...	25,877
11 to 12	425	8,365	5,845	5,211	3,018	721	175	20	1	...	...	...	...	...	...	...	...	23,781
12 to 13	416	5,072	4,249	3,969	3,465	1,026	396	86	3	...	...	...	...	...	...	...	...	18,682
13 to 14	208	3,078	2,492	2,639	2,976	1,231	651	212	13	...	...	...	...	...	...	...	...	13,500
14 to 15	150	1,247	1,393	1,515	2,136	1,093	798	397	58	3	2	...	...	...	...	...	...	8,792
15 to 16	75	580	603	709	1,176	896	859	594	90	26	13	10	12	...	...	...	...	5,642
16 to 17	53	210	249	289	607	564	704	605	115	68	36	17	16	2	...	...	...	3,535
17 to 18	18	123	73	110	332	296	435	576	114	88	32	17	28	5	4	...	...	2,251
18 to 19	4	36	28	44	121	163	260	443	64	86	44	18	30	7	5	...	...	1,353
19 to 20	2	17	15	14	39	88	128	311	55	63	42	21	28	9	7	...	...	839
over 20	7	26	19	12	25	34	77	242	31	38	53	17	41	14	16	...	...	652
Total ...	68,614	94,448	43,837	26,305	17,766	6,575	4,556	3,488	544	372	222	100	155	37	32	...	...	
Totals ...	68,614	1,82,356				14,619			1,138			324				...		2,67,051

NOTE.—* The column under the heading "Infants" contains the figures of European and Vernacular Schools only. There is no Infants' standard in Anglo-Vernacular Schools.

† The column under the heading "High School Standard X" contains the figures of European and Anglo-Vernacular Schools only. There is no Xth Standard in Vernacular Schools.

‡ Excluding Training Colleges.

GENERAL TABLE NO. X.—*Number and qualifications of Teachers*, 1911-12 (Chap. VI, para. 10).

	In Primary Schools.				Middle Schools.				High Schools.				Colleges.		Total.
	Government.	Board.	Municipal.	Aided.	Government.	Board.	Municipal.	Aided.	Government.	Board.	Municipal.	Aided.	Government.	Aided.	
Trained (a) Passed through a Normal School.	90	...	17	404	151	...	14	377	15	...	...	67	...	...	1,135
Trained (b) Not passed through a Normal School.	21	...	8	856	44	...	5	420	3	...	3	25	...	...	1,385
Untrained	34	...	14	6,262	44	...	9	2,640	17	...	5	37	14	9	9,085
Total* ...	145	...	39	7,522	239	...	28	3,437	35	...	8	129	14	9	11,605
Possessed of a University degree	...	...	...	10	6	...	...	35	5	...	2	20	10	9	97
No degree	145	...	39	7,512	233	...	28	3,402	30	...	6	109	4	...	11,508
Total* ...	145	...	39	7,522	239	...	28	3,437	35	...	8	129	14	9	11,605

* NOTE.—The two totals will be identical.

G. B. C. P. O.—No. 54, D. P. I., 12(*a*), 13-11-1912—752—J. T. N.

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